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ABSTRACT

A second-year study was made of the in-school utilization of "The Electric Company" television series. The findings reported here provide feedback to the series' users and producers. As in the first year study, the data up-date information on the technical capabilities of schools to use television, on applications of educational television, and on the attitudes of students, teachers, school administrators, and the educationally involved public toward television as an instructional medium. The data are based largely on information provided by sample surveys of elementary school principals and teachers who were questioned nationwide during the 1972-73 school year. Three mailed surveys were involved. The results of the surveys showed that in-school utilization expanded considerably in most areas of the nation, with the series being used by an increasingly diversified range of schools. Some but not all of this expansion was due to improvements in the technical capabilities of schools. At the same time, pupil viewing patterns shifted somewhat to give even greater exposure to slow reading target pupils, and to provide more selective use of the series for a limited number of grade levels in an adopter school. Rural and private schools have gradually achieved utilization levels equal to urban schools. (WCM)

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"THE ELECTRIC COMPANY"
IN-SCHOOL UTILIZATION STUDY

VOL. 2: THE 1972-73
SCHOOL AND TEACHER SURVEYS
AND TRENDS SINCE FALL 1971

Roland J. Liebert

U.S. DEPARTMENT OF HEALTH
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A REPORT TO THE CHILDREN'S TELEVISION WORKSHOP

By

Center for the Study of Education
Institute for Social Research
Florida State University

In Conjunction With

Statistics Research Division
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INTRODUCTION

When the Children's Television Workshop began its second season broadcasting "The Electric Company" in Fall of 1972, it hoped to continue the successful record set by the children's TV series in its first season. The principal objective of the program's first year, to help teach basic reading skills to seven- to ten-year-olds, had been well received by both viewers and adult critics and was continued in full force for the second year, as was the series' original entertaining format. The Workshop also retained its special interest in reaching slow reading children while they are in school, where teachers can facilitate and reinforce the objectives of the series as a supplement to the regular reading curriculum.

One measure of "The Electric Company's" first season success was provided in striking proportions through a warm and wide acceptance of the show for instructional purposes by grade schools throughout the United States. Noting that 23% of the nation's elementary schools had adopted the series within two months of the first broadcast in Fall of 1971, Dr. Sidney P. Marland Jr., U. S. Commissioner of Education, observed that "perhaps no other innovation in the history of education has made its presence felt among so many people in so short a time." Schools of all types, especially those having more than their share of slow readers, had demonstrated a strong and perhaps unprecedented willingness to experiment with this new instructional resource.

The question that emerges from this first year experience centers on whether the extensive early experimentation with "The Electric Company" by elementary schools would continue or even expand. An experimental spirit may very well characterize many schools today, but it is another matter for an instructional resource to weather the test of experimentation. The test of a year's experience would almost certainly seem to alter the uses to which innovations such as "The Electric Company" are put, and may significantly alter the extent of use as well.

This report provides a two-year perspective on the in-school utilization of "The Electric Company." It is based largely on information provided by sample surveys of elementary school principals and teachers who were questioned nationwide during the 1972-73 school year. Three mailed surveys were involved. A Fall survey of school principals provided national estimates of utilization levels during both the first season and the second. A follow-up Winter survey of principals provided additional information on the types and numbers of pupils who were viewing, on the adequacy of school TV capabilities, and on the perceived utility of the series. A final Spring survey of teachers who used the series provided data on the conditions under which pupils were viewing the series. These surveys also provide data on how principals and teachers first heard of "The Electric Company," on why they decided to adopt or not adopt the series, and on their evaluations of the series.

To assess trends in "The Electric Company's" in-school utilization, this report makes extensive reference to an earlier parallel study of the first season. The first year study, reported under the title The Electric Company In-School Utilization Study: The 1971-72 School and Teacher Surveys, was conducted by the same researchers involved in the second year study reported here. The two studies employed comparable and often identical research procedures, thereby permitting direct and rather exacting comparison of the two years in the case history of "The Electric Company."

The findings reported here are of general value beyond the feedback that they provide to the series' users and producers. As in the first year study, the data include up-dated information on the technical capabilities of schools to use television, on applications of educational television, and on the attitudes of students, teachers, school administrators, and the educationally involved public toward television as an instructional medium. In addition, the two year trends in "The Electric Company's" in-school utilization provide a case history which may be applicable to other new educational ventures. A number of new but as yet unresearched innovations may, like "The Electric Company," be spreading rapidly by fueling the quickening pace of technological change, the increasing availability of appealing and sophisticated instructional materials, and the growing interest in the improvement of school performance.

The possibilities for longitudinal analysis of "The Electric Company's" case history far exceed the present limited task of reporting basic findings. Many issues pertaining to the diffusion of innovations and the process of adapting innovations to schools are, of necessity, treated only briefly here. Some issues have no doubt been overlooked entirely, for the analysis was limited to simple two-variable cross tabulations or single variable distributions. Hopefully, resources can be found to analyse the findings more extensively in the near future.

The commentary in this report has also been kept rather brief, again in the interests of a succinct summary of basic findings. Much of the discussion is structured to parallel the first year report, and should be read and interpreted as a companion to that report.

This report was prepared by Dr. Roland J. Liebert of Florida State University, who together with Mr. Richard Bale designed the questionnaires and tabular analyses for the second year under the auspices of the Center for the Study of Education in the Institute for Social Research at Florida State University. Before Dr. Robert E. Herriott's departure from Florida State University in the summer of 1972, he designed the basic survey approach for both years and, with the assistance of Dr. Liebert, prepared the first year report. Dr. Herriott served in a limited capacity as an advisor to the second year study. The surveys for both years were conducted by the Statistics Research Division of the Research Triangle Institute in North Carolina. Dr. Robert E. Mason directed these surveys and was assisted by Mr. L. Piper in the preparation of a technical appendix to this report concerned with sampling procedures, data collection, and computer analysis. Funds for the surveys were provided under contract with the Children's Television Workshop. It should be gratefully acknowledged that the researchers enjoyed generous support from the Workshop for a study of considerable scope and autonomy.

SUMMARY: THE WIDENING UTILIZATION OF "THE ELECTRIC COMPANY"

In terms of the speed and scale of acceptance by elementary schools of all kinds, "The Electric Company's" first year was considered highly successful when compared with previous trends in school innovativeness. The first year report noted that it generally takes decades for more than a fraction of schools to adopt new educational methods, and that the first institutions to innovate have historically been the wealthier, "elite" schools. In contrast, "The Electric Company" was being used by 23 percent of the elementary schools in the U.S. within two months of its debut in Fall of 1971, and was being viewed in school by a greater portion of slow readers than of abler readers. Moreover, "The Electric Company" was being used in 45 percent of the schools that were equipped with the technical capabilities to receive the series. The series' usefulness was also considered to be substantial during its first season, for 80 percent of the teachers using "The Electric Company" attributed to the series some responsibility for improving the reading skills of viewing pupils.

Second Season Utilization Levels and Trends Since the First Season

The success of the first season was increased in the second. In-school utilization expanded considerably in most areas of the nation, with the series being used by an increasingly diversified range of schools. Some but not all of this expansion was due to improvements in the technical capabilities of schools. At the same time, pupil viewing patterns shifted somewhat to give even greater exposure to slow reading target pupils, and to provide more selective use of the series for a limited number of grade levels in an adopter school. These conclusions are illustrated by the following major findings:

* Between Fall of 1971 and Fall of 1972, in-school utilization of "The Electric Company" increased by 53 percent, from the first year level of 23 percent to 35 percent of the nation's elementary schools in the second season.

* In general, this increase was greatest where the series had the least first season penetration - in small town and rural America where levels of utilization doubled. The increase was least where the series had the greatest first year penetration - in urban industrial America where utilization levels tended to remain steady at roughly half of the schools. About a third of the schools in urbanized areas were 1972 users.

* Schools that were "blacked out" due to technical deficiencies in their ability to use or tune in to the series decreased from 49 percent in Fall of 1971 to 40 percent in Fall of 1972. This change was smaller than the increase in the percent of schools using the series.

* By Fall of 1972, the percent of technically capable schools using the series had increased from the previous Fall's 44 percent to 58 percent. Among the four regions and six types of communities within which we grouped schools for our analysis, only in the case of suburban communities did the percent of technically capable schools using the series fall below the half way mark, and in that instance 48 percent were using "The Electric Company."

* Private and parochial schools, which had utilization levels lagging well behind public schools during Fall of 1971, began to catch

up as their rate of adoption increased.

* The total number of pupils viewing the series in schools increased from an estimated 2,108,000 in Fall of 1971 to an estimated 2,797,000 in Fall of 1972, an increase of 33 percent.

* A slightly increasing selectivity in the use of "The Electric Company" resulted in a small decrease in the average number of grade levels for which the series was being used in adopter schools. This average dropped from 2.8 grade levels per school in Fall of 1971 to 2.6 in Fall of 1972.

* Fully 22 percent of the nation's second graders were viewing "The Electric Company" in school during Fall of 1972, while an even greater proportion, 26 percent, of the targeted slow readers in second grade were in-school viewers. This preference for target pupil viewing compares favorably with Fall of 1971, when 16 percent of all second graders were viewers and 19 percent of targeted second graders were viewers.

* Of those target pupils attending adopter schools, 57 percent were in-school viewers in second grade during Fall of 1972. In third grade, 46 percent were viewers; and in fourth grade, 25 percent were viewers. Comparable data for the first season was not available.

* The net increases in in-school utilization were accomplished with very little loss of schools which experimented with the series during the first season. Only 6 percent of the schools surveyed in Fall of 1972 reported that they had used the series the previous year but were not using it that Fall. About 29 percent of the surveyed schools, or 70 percent of the schools that had ever used the series, reported that

"The Electric Company" had been used for instructional viewing during both of its seasons.

Teachers Report on "The Electric Company"

As with the schools, most of the teachers who were using "The Electric Company" during the second season had also used it during the previous year. About 55 percent of the second season teachers had pupils viewing the series during Fall of 1971, and 63 percent used "The Electric Company" during the following Spring. In addition, nearly all of the second season teachers used the series during Fall (96 percent) and Spring (93 percent) of the 1972-73 school year. These teachers had considerably opportunity to work with the series and to judge its value for more than one class of students. Their assessments of the series should reflect the wisdom gained only by experience.

First year teacher assessments, as reported in the 1971-72 in-school utilization study, were quite favorable with respect to overall evaluations as well as the instructional utility of the series. The second season teachers remained highly enthusiastic, but tended to provide a more complex evaluation of various pedagogical objectives which the series served for them. These findings may be summarized as follows:

* While 85 percent of the first season teachers had "very favorable" overall opinions of "The Electric Company," 87 percent of the second season teachers had the same high opinion.

* The teachers' opinions of the series became more favorable as they used the series. A total of 43 percent of first season teachers

said that their opinion of the series was more favorable at the end of the school year than it was when they first saw the program. Of the second season teachers, 48 percent indicated increasingly favorable opinions. The series lost favor over time among only 7 percent of the first season teachers, compared with a smaller 5 percent for the second season teachers.

* In 1972, 46 percent of the first season teachers reported that they considered instructional television to be of great potential use for the teaching of reading, and only one percent found little or no use for televised reading instruction. In 1973, second season teachers were more likely to affirm the potential utility of televised reading programs, for 58 percent considered this resource to be of great use while less than one percent found little or no use for it.

* Teachers during both years reported substantial interest in the series by their students. Some 80 percent in the first year and 81 percent in the second said that their pupils were "very interested" in "The Electric Company" at the time of their most recent viewing of the show. Two percent the first year and four percent the second reported disinterest among their pupils.

* Teachers during both years reported improvements in the reading interest and skills of their pupils as a result of in-school viewing of "The Electric Company." Some 88 percent the first year and 85 percent the second reported increased reading interest as a result of having viewed the series. About 95 percent the first year and 96 percent the second reported improvements in pupil ability to decode words. Finally, improvements in spelling and in sight vocabulary were reported to be due to viewing of "The Electric Company" by 82 percent (for spelling)

and by 96 percent (for vocabulary) of the first year teachers, and by 88 percent (spelling) and by 93 percent (vocabulary) of the second year teachers.

* Also fairly consistent from year to year was the percent of teachers reporting that viewing of "The Electric Company" resulted in "great improvements" in pupil reading interest (24 percent in 1972; 27 percent in 1973), and in the skills of word decoding (28 percent in 1972; 36 percent in 1973), spelling (21 percent in 1972; 25 percent in 1973), and vocabulary (33 percent in 1972; 38 percent in 1973).

* Along with this persistingly hearty endorsement of "The Electric Company," some new findings in the second year provided a richer picture of the reasons or objectives, other than to help teach reading, for which teachers used the series. Specifically, 83 percent of the second season teachers placed value on the show's use in increasing student enthusiasm about the school's instructional program. Some 73 percent used the series partly to help break up the pace of the day. And a little over fifty percent reported having used the series to expose pupils to minority groups, to augment the teaching of art or music, and to provide topics around which lessons could be organized. This information was not requested of the first season teachers.

Review and Comment

This continuing increase in school adoption and utilization of "The Electric Company" has been brought about by early experimenters maintaining and often increasing their interest and enthusiasm for the series, while late-comers join the network of users in increasing numbers. Schools in rural or small town settings and in the Southeast, and private schools everywhere, responded to the series a little slowly, but within a year they have achieved utilization levels equal or nearly equal to the continuing high levels by schools in more urban settings and in the North. As one result, pupils in various types of schools and communities throughout the United States have become more nearly "equal" with respect to their chances of being tuned in to the series by their school.

This apparent two-stage process of diffusion shows signs of beginning to level off. This is particularly so among large city schools where an adoption level of 50 percent of all public schools, and of 60-70 percent among the schools having full TV capability, was maintained both years. This may well be a "saturation" point, reached in large cities almost immediately upon the series' first airing and, it would seem, soon to be reached throughout the rest of the United States. More extensive use by half or two-thirds of the nation's schools would seem to require substantial improvement in the TV hardware and public broadcasting of "The Electric Company." But even without such an improvement, the second season penetration and acceptance of "The Electric Company" is certainly considerable and in all likelihood unprecedented - except, of course, by the series' first season.

This summary has attempted to extract the highlights of the study and to draw attention to them in a single list. All of these highlights need some qualification, if only with respect to the definition of basic terms such as "elementary schools." The remainder of this report and its appendices provide these qualifications. In addition, many of the summary points are elaborated further, and some additional observations are made on data reported in the appended tables. Again, it should be emphasized that the commentary is kept brief and serves largely as a guide to tables.

DESIGN OF THE SCHOOL AND TEACHER SURVEYS

Efforts to maintain comparability between the research on the first season and that on the second were most strongly reflected in the sample survey designs, survey operations, and population estimation procedures. The following is a general overview of the design and conduct of the second year surveys. The appended technical report by Dr. Robert E. Mason of the Research Triangle Institute provides a complete description of how the second year surveys were conducted and how the national estimates from sample data were computed. This appendix also notes many of the similarities between the two years, as well as some of the changes made to improve the reliability and check the validity of the second year findings.

Splitting the School Surveys Into Two Phases

Only one major change in the first season research design was undertaken, the purpose of which was to increase the number of respondents in the sample for the second year. This change involved splitting the surveys mailed to school principals into two phases. The first phase involved a small postcard-form questionnaire designed to assess simply whether schools were using or had ever used "The Electric Company" for various grade levels. This postcard questionnaire was mailed in Fall of 1972 to a very large sample of schools, roughly one fifth of the schools in the nation containing at least one of grades two, three, or four. The mailing was timed to arrive during the first few weeks of the second season's broadcasting of "The Electric Company," in late October 1972.

The second phase of the school surveys consisted of more elaborate four-page questionnaires mailed to principals who responded to the first phase. This mailing was undertaken in early January of 1973. The four-page questionnaires contained inquiries about pupils and teachers who were using the series, about the technical capabilities of schools, and about the decision-making process which led to adoption, non-adoption, or dropping the series after early experimentation. All of these questionnaires are reprinted here in Appendix A.

The Fall 1972 postcard survey provided a sufficiently large number of respondents to permit grouping the schools into four "cells" as follows:

1. Schools using the series sometime during 1971-72 and during Fall of 1972 (the BOTH YEARS cell).
2. Schools using the series sometime during 1971-72 but not during Fall of 1972 (the LAST YEAR ONLY cell).
3. Schools using the series for the first time during the Fall of 1972 (the THIS YEAR ONLY cell).
4. Schools that had not yet used the series by Fall of 1972 (the NEVER USED cell).

These viewing cells, or various combinations of them, provide the basic groupings for the reporting of much of the school survey findings. The more elaborate second phase questionnaire was, in fact, prepared in four separate forms tailored to the viewing cell of the school as determined in phase one.

The basic findings on school utilization levels were to be reported not only by viewing cell, but also by four categories indicating regions of the United States, by four categories indicating the size of the community in which schools were located, and by two categories indicating the socioeconomic status (SES) of these communities. These categories were also used in the first year study and have the same definition.

Definitions of the regional and community categories may be summarized as follows:

REGION

North Atlantic: The twelve states north and east of Maryland, Washington D.C., and Pennsylvania, inclusive of these three.

Southeast: The ten states east of the Mississippi River and south of the Ohio and Potomac, plus Louisiana and Arkansas.

West-Southwest: Texas, Oklahoma, Colorado, Wyoming, Montana, and west, including Alaska and Hawaii.

Great Lakes-Plains: The remaining states fanning westward from Ohio to North Dakota and Kansas.

SIZE OF COMMUNITY

Large City: Counties containing a city of at least 180,000 residents in 1970. Nearly all schools in these areas will fall within the "large city" or within its immediate urbanized fringes. Examples of cities that are just large enough to fall in this category include Grand Rapids, Syracuse, Mobile, and St. Petersburg.

Medium City: Counties in the suburban metropolitan ring surrounding "Large City" counties. This ring is identified as a Standard Metropolitan Statistical Area (SMSA) in the U.S. Bureau of the Census reports. This category is largely suburban.

Small City: All other counties containing a central city of 25,000 or more residents in 1970, as well as suburban SMSA counties not included in the previous category.

Rural: Generally, counties containing no city larger than 24,999 residents in 1970, except suburban counties in SMSA's.

SOCIOECONOMIC STATUS (SES) OF COMMUNITY

Low: Those counties having the largest proportion of individuals whose annual income is less than $3,000, the total population of these counties to be about 25 percent of the total population of the Region by Size of Community stratum. In approximate terms, this means those counties where the poorest one-quarter of the population in each region lives.

Middle and High: All other counties. This category contains about 75 percent of the nation's schools.

Sampling the Schools

Although these regional and community categories provided the major dimensions along which much of the findings were tabulated and reported, the categories were originally developed not for reporting purposes but to serve as strata for sampling purposes. The sampling process also used ten size-of-school categories and the public vs. private school dichotomy to provide additional sampling strata. By cross-classifying all of these categories and collapsing some of the school size categories for private schools, a total of 481 separate sampling cells were identified. An example of a sampling cell would be all public schools having the largest category of enrollment and located in a North Atlantic small city of low socioeconomic status.

The schools in each cell were identified from a U.S. Office of Education listing of the names, addresses, and enrollment by grade of elementary schools deemed by the U.S.O.E. to exist in the nation and in its possessions during 1970-71. This was the most complete and up-to-date listing available in Fall of 1972. A 1969-70 U.S.O.E. listing had been used for the first season research in Fall of 1971. For each year, these lists were shortened so as to include only those schools in the United States containing at least one of grades two, three, or four, as well as a few schools for which grade level composition could not be determined with certainty (e.g., elementary ungraded schools).

For the Fall 1972 postcard survey, the schools in each of the 481 sampling cells were separately sampled according to procedures described in the technical report appended to this general report. The stratified sampling procedures used in this research permitted a relatively exacting approach to population estimation. That is, adjustments to account for the unsampled and non-responding fraction of schools were performed within elementary or collapsed sampling cells among schools of similar type and location, and the estimates for sampling cells were then summed to produce national estimates.

During the last week of October 1972, postcard questionnaires were mailed to 15,125 sampled schools. Just over 52 percent of the principals had replied after one mailed follow-up. In mid-November, a 10 percent sample of the non-respondents were interviewed by telephone. In computing population estimates, the telephone survey of nonrespondents was treated separately from the mailed returns to help adjust for any non-response bias.

The four-page Winter questionnaires were mailed to 2,994 of the phase one respondents during the last days of December and into January of 1973. This mailing was divided into four groups, with 1,063 principals receiving the USED BOTH YEARS questionnaire, 394 principals receiving the THIS YEAR ONLY questionnaire, 519 principals receiving the LAST YEAR ONLY questionnaire, and 1,018 principals receiving the NEVER USED questionnaire. Just over 55 percent of the total had replied after one mailed follow-up. A telephone survey of 375 non-respondents in all but the NEVER USED viewing cell was completed by the end of the first week in February. Again, the telephone responses provided a check on the bias, if any, associated with non-response. This check was not applied to the NEVER USED schools in phase two due to the absence of a telephone survey of those schools.

Reliability and Validity of the Findings

In research as complex as this, there is no simple or single test of reliability and validity. Each reported estimate is unique in this respect, and a thorough test for all of them would be unfeasible. Yet, some important observations on reliability and validity can be made. These observations concern the size of the samples, the confidence intervals for the reported estimates, the accuracy of the original list of schools from which samples were drawn, the utility of ration estimates or percentages in adjusting for any inaccuracy in that list, and the findings from a special methodological study of the validity of the pupil viewing level findings.

A total of approximately 8,500 responding principals, by telephone and by mail, provided the Fall 1972 sample returns on which was based tne population estimates reported for basic school utilization levels. These estimates are contained in Tables 1.1 through 3.24 in Appendix B of this report. The Winter 1972-73 survey provided a total of approximately 1,900 useable sample returns on which the population estimates reported in Tables 4.1 through 7.11 were based. In contrast, the Fall 1971 survey produced first season estimates from a total of 1,100 sample returns.

For computations based on the largest survey (Fall of 1972), the national all-school estimates had an approximate 95 percent confidence interval of plus or minus three to five percent of the reported estimate. This is quite respectable for survey research. It tells us that in 95 "chances" out of 100, our reported estimate of 34.8 percent of the nation's schools using "The Electric Company" deviates from the "true" value by no more than a small fraction - about four percent - of the reported estimate for Fall of 1972.

Any national all-school estimates computed from the smaller Winter 1972-73 survey would have slightly greater error variance, and estimates from the still smaller first year study would have even greater variances. The same principle applies to estimates based on subsets of the data, such as estimates constricted to public schools only, to only those schools having full technical capability, or to schools falling within one of the viewing cells or one of the regional or size and SES of community strata. Tables 5 through 10 in the technical appendix provide illustrations of some of the approximate 95 percent confidence intervals resulting from restrictions of the estimate to a small subset of cases.

We have not generally computed the interval estimates which could be associated with the point estimates reported here, partly because this would have been prohibitively expensive and partly because they were not requested for this study. Even if interval estimates were available, the probability that a particular interval would contain the "true" value would always be less than unity. Thus, even if this probability were set as high as .95, one interval estimate in twenty would be expected not to contain the "true" value. In addition, the intervals themselves become wider - other things equal - as the size of the useable or constricted sample gets smaller. These are limitations of any sample survey, as opposed to a complete census, and readers should constantly keep them in mind when evaluating the findings.

Even a complete census would have had some limitations in the present instance, due to the problem of putting together a complete list of all schools that are functioning at the time of the survey. The list used for the Fall 1972 sample survey, provided by the U. S. Office of Education from its most recent compilations, was for schools deemed to exist during 1970-71, nearly two years earlier. The Fall 1971 survey for the first year study was based on a sample drawn from a 1969-70 list. Hence, the survey findings for both years apply to schools that were in existence when the list was drawn and, later, when they were sampled. Any very new schools were not included, unless they simply replaced older schools that were on the lists. This limitation would be inherent in a "census" as well as a sample survey, and poses no major problem of interpreting the findings if this not atypical qualification is kept in mind.

A more serious problem arises from attempts to compare the findings for the first year study with findings for the second year study. The one-year difference in the lists for these two studies implies some difference in the number of schools on the lists. For example, between the time when the first year list was prepared (1969-70) and the time when the second year list was prepared (1970-71), some new schools may have been established and added to the second list. To illustrate the problem that this presents, suppose that there was a 10 percent increase in the number of schools listed on the second list. Suppose, further, that there was no change in the number and percent of old schools using "The Electric Company," indicating stagnation in the series' rate of diffusion among the older schools. Finally, let us suppose that new schools on the second year list were really no different from the old schools, in that they too adopted the series at exactly the same level or percentage as had been found for the older schools a year earlier.

Given these hypothetical circumstances, we would find an increase of about 10 percent in the number of schools using the series, all of which would be due to an increase in the total number of schools in the United States and none of which would be due to changes in "The Electric Company's" level of acceptance and rate of diffusion among schools. It would be misleading to speak of this as greater diffusion of the series. In view of this, the proper way to measure changes in utilization levels would be to compare the percent of schools using the series in 1971 with the percent using it in 1972. In the example cited above, we would find that the two percents are equal, indicating no change in the series' level of acceptance.

A comparable situation arises from any schools on the first year list which closed down and were deleted from the second year list. In this case, a comparison of the number of schools using the series might misleadingly suggest a decline if, in fact, the series were holding steady among the schools that remained in operation. In short, regardless of whether new school openings and old school closings resulted in a net increase or decrease in the number of schools on the U.S.O.E. lists, the best measure of utilization trends among schools is a comparison of the percent using the series one year with the percent using it the next year. A comparison of the number using could confuse the changes in the number of existing schools with changes in utilization.

In actual fact, we had some evidence that school closings were greater than school openings. As shown in Table 1.3 (Appendix B), the U.S.O.E. list used for the Fall 1972 survey contained 5,125 fewer public schools containing grades 2, 3, or 4 than did the list used for the Fall 1971 survey. This decline of 7.3 percent in the number of listed schools may have been due in part to the continuing trend toward consolidation of small schools, and in part to procedures by which U.S.O.E. prepares, updates, and revises its lists of schools.

After surveying the samples drawn from these lists, our findings provided an additional updating. During both years, a number of the Fall questionnaires were returned by the U.S. Post Office bearing a notice that they were undeliverable, that the addressee was unknown, or other indications that some schools on the lists no longer existed or functioned. These survey "findings" led us to reduce the listed number of schools in the United States by an estimated four to five thousand each year, with a relatively greater reduction for the second year than for the first (Table 3.1). Much of this loss may have been due to the fact that the U.S.O.E. lists ante-dated the surveys by more than a year, during which time some schools were closed, replaced, or consolidated. If, by chance, the lists included some "graveyard" schools that had not been in existence for a number of years, this too would account for some of our undeliverable questionnaires. In this sense, the surveys improved on the currency and accuracy of the "census" listings.

Considerable confidence can be placed in the improved estimates of the number of schools existing in the United States. An entirely separate study concurrently conducted by the Research Triangle Institute, and involving on-site data collection procedures for a national area sample, came up with estimates that "agreed well" with the estimated number of schools containing grades two, three, or four as produced by the present study, allowing for improvements in the efficiency of the U.S.O.E. list (see Technical Report, page 4, appended). Moreover, a comparison was made between enrollment figures computed from "The Electric Company" studies and enrollment data available from the concurrently conducted October Current Population Surveys of the U.S. Bureau of the Census. Differences between our survey estimates and the Census Bureau's estimates averaged only one to two percent each year. Finally, even if our estimated count of the schools in the United States erred by including a few undetected graveyard schools, this would not affect our ration or percentage estimates - other things being equal - due to the practice of accounting for non-respondents in both the numerator and the denominator of ratios or percentages.

One of the more important limitations of a mailed sample survey concerns the validity of responses by informants. Do principals tend to provide information on the true situation in their schools, or do they tend to overstate conditions having positive connotations? In the first year study of "The Electric Company," for example, the principals provided a slightly larger estimate of the number of viewing pupils than did the teachers who were actually using the series during the first season. This may have reflected a positive response bias on the part of principals, or it may have been due to non-inclusion of some using teachers in the teacher survey. The best check on validity or bias of this type is an on-site field survey. In the interests of high research standards a small field survey was commissioned by the Children's Television Workshop and conducted by the Research Triangle Institute during the 1972-73 school year. This survey, termed a methodological study, is discussed and its findings reported in section (E) of the appended Technical Report.

Two basic conclusions emerge from this methodological study. First, the principals' responses "indicated no tendency for the principal to under or over report" four items of information - the total number of employed teachers, the number of teachers using "The Electric Company," the total number of enrolled pupils, and the number of enrolled pupils who were viewing "The Electric Company" in grades two, three, and four. This absence of bias suggests that the first season discrepancy between principals' and teachers' reports of viewing pupils may have been due to non-inclusion of some using teachers.

Secondly, the methodological study found that principals sometimes were in error on their reports for the four items, but that these errors "balanced" each other. To determine whether the error could be predicted and corrected, the accuracy of principals' responses was compared with a likely source of error, school size. It was found that "there exists no relationship between the size of the school and the accuracy of the responses to the phase II questionnaire." It seems, then, that any error in the validity of the basic information provided by principals is random, at least with respect to school size and to attributes strongly dependent on school size.

To the extent that we could determine, the basic findings reported here seem to be sound, reliable, and substantially valid. The major qualifications affecting the interpretation of the findings are these: The data apply only to schools containing at least one of grades two, three, or four. The available lists of schools in this population may exclude some one-year-old schools and may include some non-existent schools, but the number in each category is small and of roughly equal magnitude. All estimates for this population are point estimates having a probability of error of varying size, depending in part on the size of the sample base on which the point estimates were computed. The probable degree of error is small and of minimal substantive importance for estimates based on all schools in the samples, but in general this error becomes greater and of increasing importance as the sample becomes smaller for estimates pertaining to a subset of schools. The discussion of the findings in the following pages notes the major instances where the sample base is unusually small.

Design of the Teacher Survey

Principals answering the Fall 1972 survey provided lists of teachers who were using "The Electric Company" at that time or at any time in the previous school year. A sample of 2,081 teachers on these lists was mailed a special set of questionnaires during March of 1973. The purpose of these questionnaires was to identify the conditions under which pupils were viewing the series, and to request teacher assessments of the series' value. Teachers who used the series the previous year but who were not using it in Fall of 1972 were also requested to provide information on why their use of the series had been discontinued. The teacher questionnaires are reprinted in Appendix C of this report.

Just over 52 percent of the teachers responded to the survey after one mailed follow-up. In computing population estimates, adjustments were made for questionnaire and item non-response and for differences in the number of classes represented by each teacher. These procedures generally paralleled those used for the Fall 1972 survey, as well as the surveys conducted during the first season of "The Electric Company." Confidence in the reliability of the second year teacher findings is increased by the fact that nearly twice as many responding teachers provided the sample base for the second year as for the first year survey of teachers.

THE SCHOOL SURVEYS

The school surveys were designed to identify "The Electric Company's" in-school viewing audience shortly after the opening of the new school year. The survey objective was to obtain accurate estimates of the extent to which schools adopted the series, of adoption levels for each grade in schools, and of the problems and processes involved in adopting the series. School principals provided this information for both the first season and the second. Their reports offer strong evidence of a school innovation having rapid and increasingly successful acceptance.

School Adoption Trends

The purposes of "The Electric Company" are so basic to elementary education that schools may and do use the series for groups of students in various grade levels. Setting aside for the moment which students or grade levels were tuned in, it is important to know simply the number and percent of schools that were making any use of the series. An adoption implies a judgement that the series has merit in the school's instructional program, regardless of whether the viewers are second graders or fourth graders. School adoption trends reflect any changes in those judgements arising from experience with the series and from the continuing diffusion of knowledge about the series.

In assessing trends, first season findings for Fall of 1971 are compared with second season findings for Fall of 1972. Trends nationwide and in regions are reported for all schools, whereas trends by size and socioeconomic status of communities are reported for public schools only. The latter restriction was due to the absence of community data for private schools in the first season survey. Finally, percentages are stressed rather than the number of schools using the series, in order to distinguish utilization trends from changes in the number of functioning schools in the nation.

Here are some basic school adoption trends drawn from the surveys and reported in Tables 1.1 and 2.2:

- * The number of schools using "The Electric Company" nationwide increased from an estimated 18,811 in Fall of 1971 to an estimated 25,735 in Fall of 1972. Because of some reduction in the total number of functioning schools in the nation, this remarkable continuing growth in utilization was even greater when we consider the proportion of schools using the series.
- * The proportion using the series jumped from 23 percent to 35 percent in one year, an increase of 53 percent over the Fall 1971 level.
- * The Southeast region of the nation recorded an increase well above the national average, from a relatively low first year level of 14 percent to a relatively high second year level of 39 percent. Schools in the North Atlantic kept pace with the national average, with adoption levels increasing from 28 percent to 43 percent. The West-Southwest had first year adoption levels equal to the North Atlantic, but increased more slowly to 35 percent in Fall of 1972. Lagging behind were schools in the Great Lakes-Plains region, with an increase from 21 percent to 27 percent.
- * Trends by size of community found schools in small city and rural areas doubling their utilization levels, from under 20 percent to over a third of the schools using the series. The increase in suburban areas was slower, up from 29 percent to 39 percent. Large city adoption levels kept steady at its outstanding first year record of half of the schools using the series.

- In the very poor or low socioeconomic communities, adoption levels increased slowly from 26 percent to 30 percent. A much larger category of middle and high income communities came from behind to record an increase from 25 percent to 40 percent. Again, these findings exclude private schools, as do those for size of community.

These basic findings indicate that "The Electric Company" met with substantial increase in nationwide acceptance, especially in areas of the nation that had not used the series very extensively during the first season. The urban, industrial areas of large cities and the North Atlantic retained their first year distinction of having the highest adoption levels (close to 50 percent in the second year), even though their use of the series did not greatly change. Rural and small town areas and schools in the Southeast were, however, rapidly catching up. In between with rates of increase near or under the national average were schools in what might be termed "middle America," the suburbs, the Great Lakes-Plains, and the broad stratum of middle and high socioeconomic status communities. The disappointingly slow rate of increase in low socioeconomic communities was also sufficient to keep schools within these areas well within "The Electric Company" picture.

Another way to assess school adoption trends is to compare the percent of schools using the series with the percent located within a region or type of community (Tables 1.4 and 1.5). This shows, for example, the following main findings:

- About 27 percent of the schools using "The Electric Company" in Fall of 1972 were located in the nation's largest cities. Only 20 percent of the nation's schools were in these cities, indicating some over-representation of big city schools among adopters of "The Electric Company."

- This over-representation of large cities was much greater the first year, when fully 42 percent of the adopters were located in large cities compared with 21 percent of all schools.

- The increasing representativeness of "The Electric Company's" adopters is also indicated by trends in communities of smaller size. Rural and small town communities, having about 67 percent of the nation's schools, approached perfect representation among adopters as the proportion using the series in these areas increased from 44 percent the first year to 59 percent the second. Suburban schools, originally over-represented, became more perfectly represented having about 13 percent of all schools and 14 percent of the adopters in Fall of 1972.

- Trends by region also showed increasing representativeness of schools in the Southeast and in the West-Southwest. The North Atlantic remained over-represented, while the Great Lakes-Plains became somewhat under-represented with 34 percent of the nation's schools and 26 percent of the Fall 1972 adopters of "The Electric Company."

- The increasing adoptions by schools in the broad stratum of middle and high socioeconomic status communities netted these schools a slight over-representation in the second year, when 72 percent of all schools and 78 percent of the adopters were located in these communities. This reversed the first year situation when schools in low socioeconomic status communities (comprising about 29 percent of the total) were over-represented by a small margin (having 30 percent of the adopters).

The trends are generally toward increasing representativeness of the nation's schools among adopters of "The Electric Company." This has been achieved with no loss of utilization in any area of the nation, for it is due to increasing utilization in areas that were originally slow to adopt. The early strong appeal of the series to schools in urban industrial America remains strong, but it evidently does not indicate selectivity in the demographic composition of the audience for which schools consider the series appropriate. It was found to be increasingly appropriate in rural and small town settings, where adoption just seems to come a little later than elsewhere. If there is any selectivity in the demographic appeal of the series, it seems to be favored in the opposite settings of big city early adopters and low density late adopters. Settings in the middle, particularly suburban and in the Great Lakes-Plains, had modest initial adoption levels as well as modest increases in utilization over time. As a consequence, all areas of the nation were fairly equally represented among "The Electric Company's" audience by the second year.

School Adoption Trends by Grade Level

The producers of "The Electric Company" consider seven- to ten-year-olds to be their major potential audience. If a single age or grade level has to be identified as a target, it would be children in second grade. Yet, the producers hoped and expected that many schools would use the series for beginning readers who had been advanced to higher grades as well as for first graders who could profit from the series. Schools did in fact use the series for various grade levels, not always for second grade alone.

Thus, we found that 25 percent of the nation's elementary schools were using the series for second grade, whereas an additional 10 percent were using it not for second but for some other grade between first and sixth during Fall of 1972 (Table 2.2). In addition, many of the schools using the series for second grade were simultaneously using it for other grades as well. This raises two questions. First, what were the particular grade levels for which adopter schools were using the series? Second, how intensively did adopter schools use the series, or for how many grade levels per school?

In answering these questions, trends from the first season to the second are again presented. Two qualifications should be kept in mind. All grade level data are complete and nationally representative for grades two through four, while data for grades one, five, and six apply only to schools also containing at least one of grades two through four. That is, we are ignoring kindergarten as well as grades above sixth, along with schools having grades one, five, or six but not two, three, or four. Bear in mind also that all size of community and socioeconomic status of community findings are reported for public schools only, while regional and nationwide data are reported for public and private schools together.

Here are the basic findings for trends in school adoption by grade level as reported in Tables 2.1 through 2.15:

- In Fall of 1972, 47 percent of the adopter schools were using "The Electric Company" in first grade. This was a substantial increase over the 33 percent that were using the series for first grade a year earlier.
- There were small declines, amounting to no more than four percentage points, in the percent of schools using "The Electric Company" in second, third, fourth, and fifth grades.
- Yet, in Fall of 1972, fully 68 percent were using the series for second grade, 58 percent for third, 38 percent for fourth, and 22 percent for fifth.
- There was an increase in the percent of schools using the series for sixth grade, up from 11% in the first year to 13 percent in the second.

Taking just these nationwide findings, three generalizations may be stated. The trends show some tendency by schools to shift their use of the series away from initially assumed target grades and toward higher or lower grades. We might well have expected the opposite if the series had proven useful only for seven- to ten-year-olds. Schools were finding, perhaps through experience, that the series could be used for beginning readers of all ages in elementary school.

It nonetheless remains of notable importance that adopter schools continued to provide greatest exposure for second grade, next for third grade, and less for all others. This persisting central tendency maintains second and third graders as the most likely viewers. At the same time, the third most likely viewers were no longer in fourth grade, as during Fall of 1971, but had shifted to first graders by Fall of 1972. The trend toward adoption for higher and lower grades had its greatest effect in expanding utilization for first grade, where the first elements of basic reading skills are often taught.

Finally, we note that schools continued to experiment with the series at many grade levels, often using "The Electric Company" for viewing within two, three, and even four or five different grade levels simultaneously. Only in this way could 68 percent of the adopters use the series for second grade, while 58 percent used it for third, and so on. We were curious about this multi-grade utilization during the first year, for it could well pose a problem if pupils viewing the series one year are again exposed to it the next year. Considering this, it was expected that the intensiveness of utilization would decrease.

There was in fact some overall decline in the intensiveness of utilization. While an average of 2.8 grade levels were exposed to the series during its first season per adopter school, this had decreased to 2.6 grade levels per adopter school in Fall of 1972. This decline is small, but like the changes in the particular grade levels that were tuned in, it indicates an increasing selectivity by schools with respect to the grade levels for which the series was deemed appropriate.

Grade level adoption trends by region and type of community paralleled first season patterns. That is, in areas having the greatest increase in school adoptions, the intensiveness of utilization for many grade levels was least. This was true of the most urban areas in the first year, and of the most rural areas in the second. It seems that wherever first-time use is high, experimentation is kept within relatively few grade levels.

New Adoptions, Discontinued Experiments, and Continuous Utilization

Our best information on trends has come from a comparison of Fall 1971 with Fall 1972. During the year between these two points in time, there was ample opportunity for change in precisely which schools were using "The Electric Company." Early experimenters could have discontinued the series in large numbers, while late-comers could have adopted the series in even larger numbers. It is possible, however unlikely, that few schools would stay with the series.

Information on this type of change was not available from a comparison of Fall of 1971 with Fall of 1972. The schools in the first season survey were included in the second year survey only if randomly selected from sampling strata, for we did not wish to introduce in full force the well recognized bias resulting from repeated surveying of the same individuals. Instead, the second season survey requested information not only on whether schools were using the series in Fall of 1972, but also on whether they had used it at any time during the previous school year.

This retrospective information made possible an analysis of new adoptions, discontinued experiments, and continuous utilization.

The most important finding in this analysis is that there has been substantial continuous utilization of "The Electric Company" by most of the schools that have ever used it. This is evident in the Following data drawn from Table 3.1:

- * Only 6 percent of the nation's schools used "The Electric Company" sometime during the first season, but had at least temporarily discontinued use for Fall of 1972.
- * About 29 percent of the surveyed schools, or 70 percent of the schools that had ever used "The Electric Company," reported that the series had been used for instructional viewing during both of its seasons.
- * Equaling the few schools that had discontinued use, another 6 percent of the nation's schools adopted the series for the first time in Fall of 1972.
- * Areas of the nation having the highest utilization levels (urban industrial America) also tended to have high proportions of continuously using schools at levels up to 38 percent of all schools in those areas.
- * Areas having the most rapidly increasing utilization levels (small town and rural America) also tended to have low percentages of schools discontinuing use (about 5 percent) and high percentages first using the series in Fall of 1972 (about 8 percent).
- * Summing these patterns, it was found that 59 percent of the nation's schools had never used the series by late Fall of 1972.

When we set these findings along side the first season findings, they present a rather distinguished portrait of expanding experience with "The Electric Company" by schools (see Table 3.24):

- * Some 23 percent of the nation's schools were using the series during Fall of 1971.

- By the end of the 1971-72 school year, 35 percent of the nation's schools had at some time used the series. Some of these schools no doubt used the series in Fall of its first season but not in Spring, or vice versa.

- By mid to late Fall of 1972, 41 percent of the nation's schools had made use of the series at some time during its history. As already noted, 70 percent of these used "The Electric Company" during both seasons.

For most schools ever exposed to "The Electric Company," utilization has clearly gone beyond initial experimentation and has approached recognition as an established activity in the instructional program. Unfortunately, we cannot pinpoint this trend with greatest precision, for we lack data on changes in which schools used the series in Fall of 1971 compared with which used it in Spring of 1972. If we were to guess this intra-school year change, it would be reasonable to assume that the proportion of continuous year-long users was nearly as high as the 70 percent using the series both seasons. The teacher survey, reported later, supports this assumption.

Along with new information on continuous utilization, the second year survey provided more extensive data on the special case of private schools. The first season survey found that 25 percent of the nation's public schools were using "The Electric Company," while only 14 percent of the private schools were tuned in. This raised questions about why the private schools were so far behind the public schools, and about whether they might catch up. A larger second season survey permitted some analysis of this matter, although we did not have enough private schools in the sample to assure estimates of the same high reliability as produced for public schools or for all schools. Hence, the consistency of the findings is stressed rather than the exact numbers or percentages involved in the estimates (see Tables 3.3 through 3.23).

Private schools became more equally represented among second season users than among first season users. With 35 percent of all schools tuned in during the second year, private schools provided a contribution equal to 26 percent of their numbers while public schools had 37 percent tuned in. Despite a slow start, private school utilization nearly doubled during the time that public school utilization increased by half of its first year level. As part of this trend, private schools were less likely to drop the series after a first season experiment than were public schools.

Private schools were actually over-represented among schools first using the series in Fall of 1972 and located in small city, rural, or low socioeconomic status areas. In all regions and types of communities, private schools were more likely to provide new adoptions than to discontinue first season experiments, and they consistently surpassed public schools in this regard. It must be concluded that private schools were indeed catching up through roughly the same process that gave rural and small town public schools their second season increases. "The Electric Company" was increasingly reaching schools that stand somewhat apart, in location, governance, or purpose, from the mainstream of nationwide educational developments. While there is diversity among schools, there is nonetheless increasingly universal acceptance of "The Electric Company." There may be less diversity of instructional format than has often been suspected.

Viewing By Pupils

Nationally, an estimated 2,797,000 pupils in grades one through six were viewing "The Electric Company" as part of their regular Fall 1972 school program (Table 4.4). This is a 33 percent increase over the first season's Fall viewers of 2,108,000 pupils. These estimates are doubtlessly lower than the true value for these grades, for we have excluded some first, fifth, and sixth grades from our sample of schools containing grades two, three, or four.

To put this in-school viewing audience in perspective, consider that there were an average of 109 student viewers for each of the adopter schools in the Fall of the second season, compared with 112 student viewers per adopter school a year earlier. The small difference reflects the growing selectivity of experienced schools. The averages for both years indicate that schools were generally exposing the equivalent of about three to four classes of thirty pupils to the series. Exposure by grade level averaged about fifty pupils each year, or a little more than two classes per grade level for which the series was being used.

As in the first year, most of the second year pupil viewing estimates were just slightly below the corresponding school adoption level estimates. Thus, 25 percent of the schools having grade two adopted the series for that grade in Fall of 1972, while 22 percent of the pupils in grade two were tuned in. Similarly, 21 percent of the schools having grade three adopted "The Electric Company" for that grade, and 18 percent of the nation's third graders were tuned in. One implication of this comparison is that wherever "The Electric Company" was being used in a school grade, most of the pupils in that grade were actually viewing (see Table 4.5).

It is also true that pupil viewing levels generally corresponded to school adoption levels by region, size of community, and socioeconomic status of community. Higher proportions of pupils were tuned in for various grade levels in the urban industrial areas of the nation, with as many as 27 percent of the second graders in the North Atlantic region alone being viewers. Pupil viewing levels in rural and small town areas were not far behind, for as many as 24 percent of the small city second graders were tuned in while 17 percent of the rural second graders were in-school viewers during Fall of 1972. These percentages and all others for pupil viewing levels averaged about five percentage points higher than the first season findings.

One of the more important questions in this study concerned the extent of "target pupil" viewing. Target pupils were defined as those who were well behind grade level in reading skills. A standardized measure of reading skills was not feasible in the survey design, nor was one essential. Principals were asked to indicate the proportion of their pupils who were "behind grade level" in reading skills at the beginning of the 1972-73 school year. The first season survey differed somewhat in that this question was asked without the qualifying phrase, "at the beginning of the school year." Some principals in the first season survey may have answered the question in a manner indicating that their initially slow readers had caught up due to viewing of "The Electric Company." The qualifying phrase in the second season survey attempted to eliminate any chance that this type of information would be provided.

Both surveys therefore provided, in slightly different ways, a relative measure of slow readers based on the principals' estimates of the standards, pace, and relative success of the school program in each school. Pupils who were deemed "behind" relative to school standards would probably continue to fall even further behind and to become marked with the stigma of failure unless they could somehow be brought back in pace. "The Electric Company" was designed to help these pupils in particular.

The series once again found its way to a substantial number of target pupils. An estimated 685,000 in-school viewers were reported by their principals to have been behind grade level in reading at the begining of the Fall 1972 school year. As in the first season, this "on-target" viewing was found again in all regions of the country and in all types of communities, including those of both high and low socioeconomic status (see Table 4.6).

The proportion of viewers who were on-target was highest in second and third grade, where roughly 27 percent of all viewers were behind in reading skills when they began viewing. In first, fourth, and fifth grades, a little over 20 percent of the viewers were on-target, and in sixth 17 percent were on-target (see Table 4.10). This partly reverses the first year pattern, when the three highest grades - fourth, fifth, and sixth - had the highest proportions of target viewers. This may indicate that schools were finding an increasing need to help slow readers catch up in their early grades.

As a second measure of "The Electric Company's" success in reaching slow readers, estimates were computed of the proportion of target pupils who were tuned in. These estimates are most informative when compared with the extent of viewing among all pupils, target and non-target. If the slow readers were favored as viewers of the show, their exposure levels should be higher than the corresponding levels of exposure among all pupils.

Nationwide and for all grade levels, slow readers were clearly favored as viewers during "The Electric Company's" second season (compare Tables 4.5 and 4.7). This is illustrated, for example, by the finding that 22 percent of all second graders were tuned in, while 26 percent of the targeted slow reading second graders were viewers. In contrast, during the first season, 16 percent of all second graders were tuned in, while 19 percent of target second graders were in-school viewers. The trend for second grade and for most other grades has been toward increasing selectivity so as to increase on-target viewing.

This trend is most interesting with respect to findings by region and by type of community. The pattern favoring target pupil viewing persisted and generally increased in magnitude throughout all regional and community strata, with two major exceptions. Pupils in low SES and rural areas and in the Southeast were less likely to be "Electric Company" viewers if they were behind in reading than if they were in pace with their grade levels. In second grade, for example, about 18 percent of all pupils but 16 percent of target pupils were tuned in within low SES community schools.

This disturbing situation in the Southeast and in low SES and rural areas was also found to occur during the first season. Consolation may be taken in the fact that there has been some trend toward improving the opportunities of target pupils in these areas to see the series at school.

For example, the first year survey found only 13 percent of target second graders tuned in within low SES communities, compared with the 16 percent found this year. For both years, the proportion of all pupils who were tuned in was steady at 18 percent. It seems that for schools in some of the least advantaged areas of the nation, time is needed for innovations to pass into the hands of those who might most benefit from them.

Television Capabilities and Technical Deficiencies

The major barrier to utilization of "The Electric Company" during its first season was not willingness but access. As reported in the first year study, there was little evidence that school principals or teachers were unwilling to experiment with the new techniques exemplified by the series, and the program encountered little resistance on purely pedagogical grounds. Lack of information may have been a minor reason for non-use during the first year, but it was of relatively minor significance compared with another factor. Nearly half of the nation's schools, 49 percent, were found to experience technical deficiencies which made in-school viewing of "The Electric Company" virtually impossible.

In discussing changes in technical capabilities occurring throughout "The Electric Company's" recorded case history, we will begin with the most elementary type of deficiency - absence of television sets in the school. Without receivers, no televised show can be used in classrooms; and without a sufficient number of them in working order, it would be a strain on both teachers and students to attempt to use television. One would marvel if they found it educational, much less pleasurable, to squint over the heads of students in doubled up classes to view a screen of snow.

Most of the second season questions about the availability of TV sets were keyed to grades two through four, the grades that were completely represented in the surveys. Principals reported that there were a total of approximately 181,000 TV sets available to these grades throughout the United States during the previous (1971-72) school year (Table 5.1). By the time of the second season survey in Winter of 1972-73, the number of TV sets available had increased to approximately 194,000.

This increase of only 7 percent was hardly sufficient to provide all schools with the same opportunity to use "The Electric Company." For example, among schools that had never used the series, the average number of pupils per available TV set for grades two, three, and four was 100 in 1971-72, and down to only 95 in 1972-73. In contrast, among schools using the series both years, this average was 40 the first year and 39 the second. First-time adopters in Fall of 1972 showed the greatest gain in available TV sets, having had 67 pupils per TV set during the first season when they did not use the series and only 41 pupils per TV set at the time of adoption in Fall of 1972. And schools that dropped the series also gained some availability, but only a small amount. Their average number of pupils per available TV set decreased from 52 to 50 (Tables 5.2 and 5.4).

These changes show small improvements in the probability that television could be used, especially for a single class or for small groups of students. The flexibility of schools to use television for a single class or for all classes was limited not only by the often high pupil-TV set ration, but also by the installation of stationary or non-mobile receivers in many schools. Fully 20 percent of the sets nationwide were stationary, requiring pupils to move if the same set were to be used for more than one class (Table 5.5).

Requested to indicate whether they needed additional TV sets to permit regular instructional viewing by all students in grades two, three, and four, fully 63 percent of the principals indicated such a need in Winter of 1972-73. This need was greatest among schools that never used "The Electric Company," 75 percent of which had a reported need for a total of about 153,000 additional TV sets. This was more than twice the number of sets that these schools already had, and if they had acquired these additional sets their pupil-TV set ration would have been just about equal to the existing ratio for schools using the series both years. The 153,000 figure is, then, a fairly realistic estimate of need for schools never using "The Electric Company." If this is added to the 45,000 additional TV sets needed by schools that have ever used "The Electric Company," the total need rises to 198,000 TV sets (Tables 5.7 and 5.8).

The need for TV sets was obviously strongest for schools that did not have any. We found that 27 percent of the schools nationwide had no TV sets available for instructional viewing by any pupils in grades two through four. This technical deficiency was fully adequate to prevent these schools from using the series, until and unless investments were made for additional equipment.

Other technical deficiencies also prohibited viewing of "The Electric Company" in school. Principals in schools not using the series during Fall of 1972 were asked a series of questions about their various problems with access to and reception of a broadcast. Specifically, if the schools had TV sets, the principals were asked whether they were in areas where the series was being televised during school hours, and if it was being televised, principals were then asked whether the channel on which "The Electric Company" was broadcast could be received by TV sets in the school and whether the quality of reception was good enough to permit regular instructional viewing by any pupils. Each of these technical considerations imposes a severe if not decisive constraint on the school's ability to employ TV for instructional purposes.

These questions were comparable to ones used in the first season survey to assess technical deficiencies, with minor changes in wording and the ordering of the questions. They therefore permit a rather direct comparison of deficiencies for the two years, and of trends toward any improvement.

As in the first season, technical deficiencies remained an overwhelming problem. An estimated 49 percent of the schools in the United States were unable to use "The Electric Company" in Fall of the first season because of one or more of the factors listed above. By Fall of the second season, the estimated proportion of "blacked out" schools had declined to 40 percent nationwide. These findings indicate a significant improvement, but one which still leaves four schools out of ten inaccessible to "The Electric Company."

Before analysing the effects of these deficiencies, consider again their source. Taking all of the schools not using "The Electric Company" in Fall of 1972, we find that they comprised 65 percent of the surveyed schools. Among these non-users, 62 percent reported having one or more of the technical deficiencies (Table 5.10). And among those having a deficiency, 67 percent had no TV sets; 22 percent had TV sets but were located in areas where "The Electric Company" was not being broadcast during school hours; and 11 percent had TV sets and were in areas having televised broadcasts, but could not receive the channel of the broadcast or received it in such poor quality as to make viewing infeasible (Table 5.11). Stated another way, 27 percent of all schools in the nation had no TV sets, 9 percent had sets but were not in broadcast areas, and 4 percent could have tuned in if only their TV sets could receive "The Electric Company's" channel or receive it with sufficient quality.

In terms of a year-to-year comparison, there was a decline from 39 percent to 36 percent in the proportion of the nation's schools blacked out because of having no TV sets or no broadcast during school hours. The percent of schools that were blacked out solely because of adequacy of their receivers declined from about 10 percent to about 4 percent. This latter comparison is not quite accurate due to changes in the wording of the questionnaire items, but it is suggestive of the general trend toward some improvements in the extent of broadcasting and acceptable reception of "The Electric Company."

The principal effect of the technical deficiencies discussed here is to give close to half of the schools in the United States no realistic choice of whether to adopt "The Electric Company." Most of them are prohibited from using any television show. The consequences for school adoptions of instructional television are therefore considerable. To assess these consequences, Figure A on the following pages presents a graphic portrayal of the percent of blacked out, tuned in, and tuned out schools in the United States and by region, by size of community, and by socioeconomic status of community. The illustration includes a comparison between Fall 1971 and Fall 1972.

Blacked out schools, those having at least one of the technical deficiencies, were less frequent the second year than the first in all areas of the nation. Note, for example, the following:

* The proportion of blacked out schools in the Southeast declined considerably, from an enormous 64 percent in Fall of 1971 to a more nationally characteristic 43 percent in Fall of 1972.

* Blacked out schools in the North Atlantic also decreased substantially, down to 27 percent from 40 percent the first year. The black out level in the Great Lakes-Plains remained fairly constant at around 46 percent, while the West-Southwest recorded a decline from 50 percent to 42 percent.

* While 60 to 65 percent of the schools in small city and rural areas were blacked out the first year, this had declined to 40 percent for small cities and 55 percent for rural areas by Fall of 1972 (public schools only).

* Large cities and their suburbs both had first season black out levels of about 29 percent, and both declined to second season levels of about 19 or 20 percent (public schools only).

* Low socioeconomic status communities registered a very small decrease in the black out level, down less than a percentage point from the Fall 1971 level of 47 percent blacked out. Higher socioeconomic status communities had a far more substantial decline from 49 percent the first year to 36 percent the second (public schools only).

These trends readily suggest one explanation for the previously reported trends in school adoption levels. Low socioeconomic communities could not greatly improve their in-school utilization levels for they

FIGURE A. PERCENT OF SCHOOLS TUNED IN, TUNED OUT, AND BLACKED OUT, FALL OF 1971 AND FALL OF 1972, FOR THE UNITED STATES AND BY SAMPLING STRATUM.

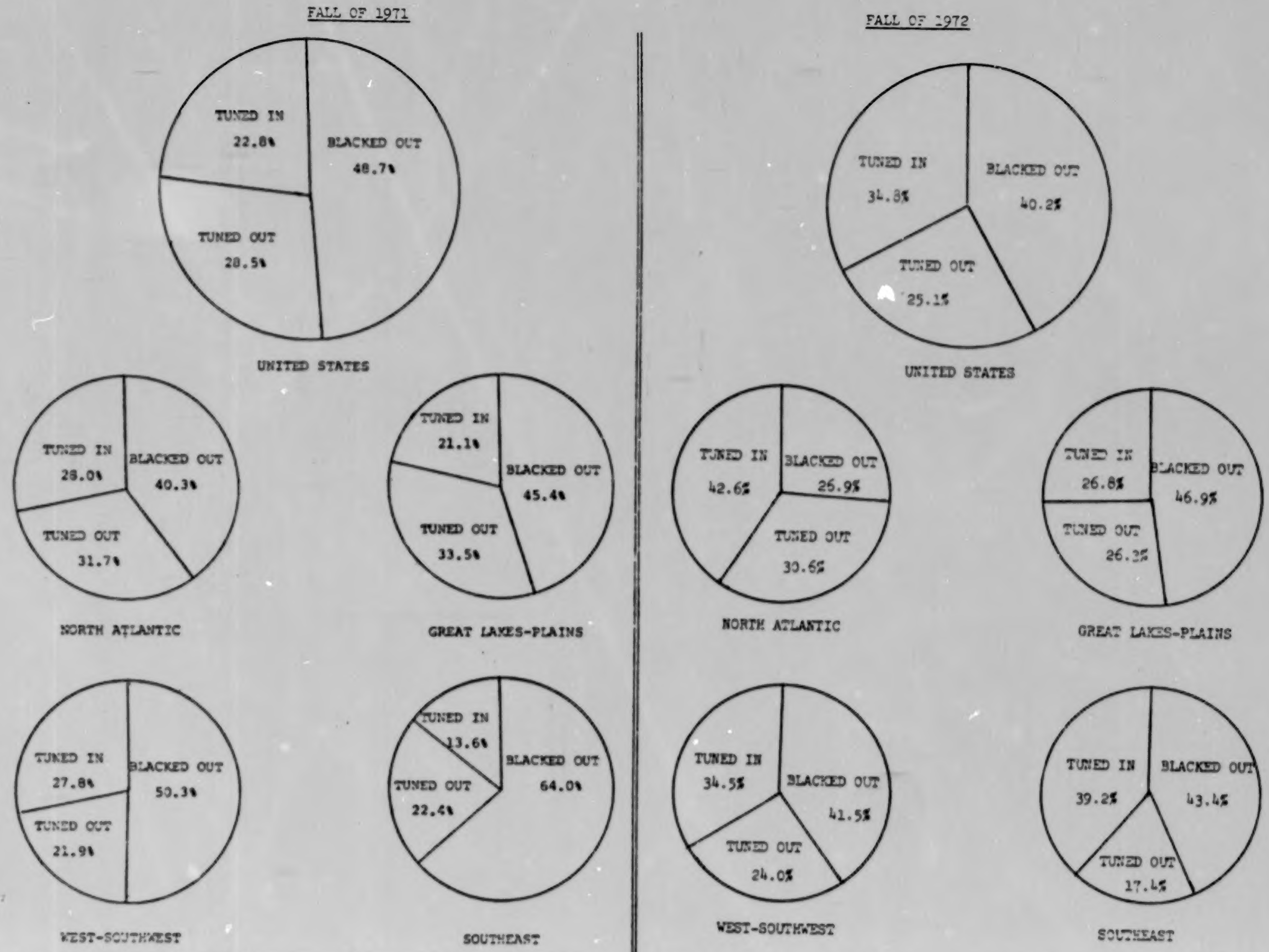
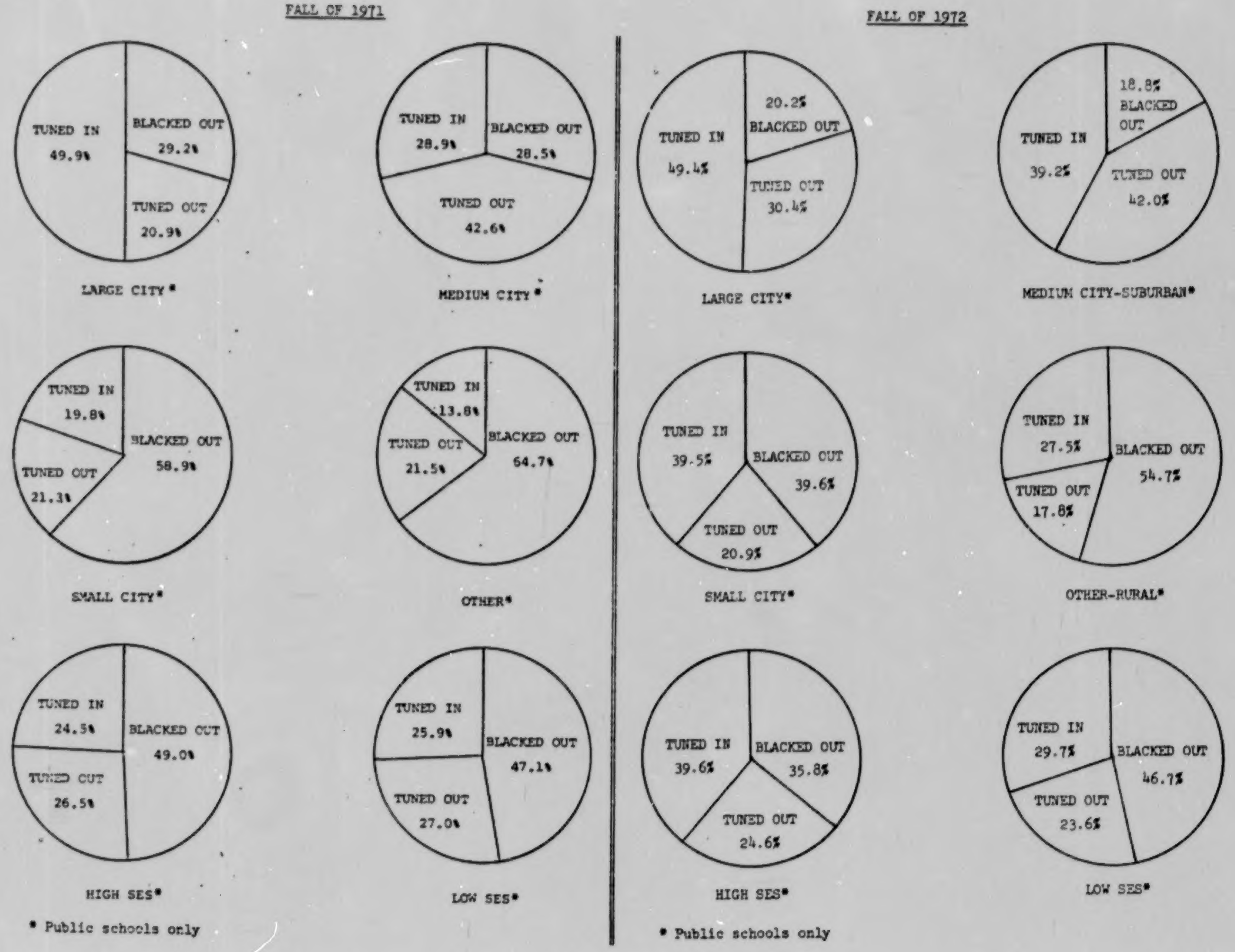


FIGURE A. (continued)



* Public schools only

* Public schools only

did not experience much change in the proportion of schools blacked out. Similarly, schools in the Southeast and in rural and small city areas could more easily record great increases in their adoption levels due to the great increases in the accessibility of "The Electric Company." Evidently, some Southeastern states and rural areas had improved their school TV hardware and had begun receiving broadcasts of "The Electric Company" by the second season, while the poorer and depressed communities in these areas and throughout the nation changed very little in their capabilities.

For this reason, a more informative measure of "The Electric Company's" acceptance by schools would be the percent of fully capable schools that were tuned in. This would distinguish the tuned in schools from those that had full capabilities but were tuned out. The following is a summary of major findings and trends for capable schools only, as drawn from Table 5.13:

* By Fall of 1972, the percent of fully capable schools that were using "The Electric Company" had risen from a first year level of 44 percent to 58 percent nationwide.

* In comparisons by region, the Southeast had the greatest increase (38 percent to 69 percent), while schools in the North Atlantic and West-Southwest rose to about 59 percent from first year levels of 47 percent and 56 percent respectively. The Great Lakes-Plains had only 50 percent of its capable schools using the series the second year, but this was a notable increase from a first year level of 39 percent.

* Communities of all sizes but the largest had increases in the percent of tuned in schools among the fully capable, with rural areas going from 39 percent to 61 percent, small city areas from 48 percent to 65 percent, and suburban areas from 40 percent to 48 percent (public schools only).

* Large cities began with a distinctively impressive 70 percent of their fully capable schools using the series during

its first outing in Fall of 1971. Hardly likely to surpass such an extensive saturation in big cities, "The Electric Company" was being used a slightly smaller 62 percent of fully capable schools in these cities by Fall of 1972 (public schools only).

- Finally, in both the lowest SES communities and in wealthier communities, there was a substantial increase in the percent of fully capable schools using the series. Schools in low SES communities increased their use from 49 percent to 56 percent, while schools in wealthier communities went from 48 percent to 62 percent.

Three overall conclusions may be drawn from these findings. First, by mid-way into Fall of "The Electric Company's" second season, over 50 percent of the schools having full TV capabilities were using the series for instructional purposes. This was true of every region and for schools in all types of communities but one, the suburbs of large cities where 48 percent of the fully capable schools were using the series. It is clear that well over a majority of the schools that could use the series were doing so within weeks of the series' second season appearance.

Second, in areas where access to the series was most limited, i.e., rural, small town areas, and the Southeast, significant increases in access and considerable effort on the part of schools resulted in some of the greatest increases in school utilization of "The Electric Company." Finally, the findings indicate a leveling off of the utilization by large city schools, which may well have defined a saturation point of between 60 and 70 percent of fully capable schools using the series. This latter assumption may be very much in error if many big city schools rotate between using the series in Fall and in Spring. Should rotation of this sort be substantial, it may well be that nearly all of the fully capable schools in large cities - as well as in other areas throughout the nation -

had been making some use of "The Electric Company" during at least a part of the 1972-73 school year. We have, of course, no data on Spring 1973 utilization levels to determine whether this might be true.

A final methodological comment is in order on the data used to assess technical deficiencies. Of necessity, this data came from a relatively small subset of the sample involved in the Winter 1972-3 survey. It was appropriate to ask only schools not using the series the previous Fall to provide information on deficiencies. The adopters were, by definition, fully capable. Among the non-adopters, there was some item non-response. As a result, the technical deficiency data was based on about 800 sample cases, and therefore provides national estimates having broader intervals of probable error than most other estimates reported here. Despite this, the second year findings on technical deficiencies are about as reliable as any findings reported for the first year, if not more so. We also carefully altered the procedures for inquiring into technical deficiencies the second year, resulting in estimates that should improve and maximize validity for a mailed survey.

To Adopt or Not To Adopt: The Decision-Making Process

Among barriers to adoption of "The Electric Company," by far the most important in both years has been simple and basic technical deficiencies disallowing access to the series. This almost has to be the case when, as in the second season, 62 percent of the non-using schools had one or more of the disallowing deficiencies. Yet, there is a good deal more to the decision-making process in educational experimentation than an inventory of resources. Schools might also have had principals or teachers with sound and solid pedagogical attitudes toward televised instructional materials, or toward "The Electric Company" in particular. The information that schools received about the series may have been insufficient, or may have contained evaluations of a positive or negative character. Factors such as these could influence a decision to adopt or not to adopt and might even cause schools to invest in new TV hardware. Whether or not these types of factors had any real influence, they are important indicators of the spirit in which "The Electric Company" was received.

Schools not using the series were, again, of major concern. The principals of these schools were requested to indicate various reasons or problems which might help to explain why the series was not being used by these schools in Fall of 1972. We explicitly requested any non-technical reasons (i.e., other than not having TV sets or access to the series), and provided a list of possibilities which might be checked. These are reprinted in Tables 6.2 and 6.3. The first table is for all schools not using the series in Fall of 1972, and the second table is restricted to the technically capable but tuned out schools.

Very few principals indicated that pedagogical or ideological objections to the series entered into the decision not to use the series. Only 4 percent of all non-users and 6 percent of the fully equipped non-users noted as a reason for non-use that "The content of 'The Electric Company' is not appropriate for our needs." Half as many in each instance noted that "The manner in which instruction is presented on 'The Electric Company' is undesirable." An even smaller number, just over one percent, said that "Our pupils cannot identify with the characters on 'The Electric Company.'" More important to principals, but still of less than overwhelming significance overall, was an assessment that "'The Electric Company' would not be as effective as our regular reading program." This was cited as a reason for non-use by 10 percent of all non-using schools, and by 15 percent of the technically capable but tuned out schools.

This really completes the extent of reported educational and pedagogical reasons for not using the series that Fall of the series' second season. There were other reasons given, such as "Scheduling conflicts make viewing of 'The Electric Company' difficult," reported by 25 percent of all non-users and by 35 percent of the fully capable non-users. Or, about 12 percent in each case reported that "Our teachers lack sufficient experience to utilize a TV approach to the teaching of reading." Finally, around 30 percent wrote in other reasons, but an inspection of these written comments revealed that nearly all were references to absence of TV's, no available broadcast, or one of the reasons listed elsewhere in the questionnaire. Hence, we were able to detect only a small degree of resistance to use of "The Electric Company" on pedagogical grounds among principals.

In comparison with the first season survey, this small level of pedagogical aversion to "The Electric Company" was an increase. The first season survey found fewer than five percent of all capable but non-using schools had principals reporting, as reasons for non-use, that the series was not "useful for instruction in reading" or that it was inappropriate for our instructional purposes." To find, as we did, that 15 percent of the capable but non-using schools were providing this reason for non-use the second year is to observe that some negative assessments of the series are settling in after a year on the educational scene. Yet, this change should not be overly stressed, for the estimates in both years are based on relatively small samples. It is more appropriate and sound to stress the consistency of the low level of pedagogical aversion to the series.

A related question regarding reasons for non-use was asked of principals in schools first adopting "The Electric Company" in the Fall of 1972. These first-time users were requested to provide information on why they had not used the series during the previous school year (see Table 6.1). The most frequently checked responses, receiving the assent of roughly 20 percent of the principals in each case, pertained to the absence of a broadcast in the school's area, to the lack of TV sets, or to the poor quality of TV reception during the first season. About 14 percent indicated that some of their new teachers were more interested in the series than were the previous year's staff. Some 15 percent said they needed extra time to arrange proper scheduling, while about 9 percent said that they needed additional information. Finally, 8 percent noted that between the first season and the second the composition of the student body changed so that they acquired more pupils in "need of the program." We did not directly inquire into pedagogical considerations in this instance, nor were more than a very few volunteered. Instead, the major reasons for late adoption involved late acquisition of TV sets and access to the broadcast.

More direct assessments of the series' value in the esteem of principals came in response to another question. Principals were asked to provide their recommendation on the best viewing situation for children who are learning how to read. This inquiry was directed only to principals in schools that were not using "The Electric Company" during Fall of 1972, for we wanted to know whether they would recommend the series for beginning readers even though their schools were tuned out or blacked out (Table 6.4 and 6.5).

Surprisingly, 51 percent of all principals in these schools recommended that children who are learning how to read should view "The Electric Company" both at school and at home. When we narrowed this sample to the tuned out but not blacked out schools, 53 percent of these were found to have this strongly favorable recommendation. One or two principals in our samples even recommended viewing of the program at school but not at home. The surprise in this is that a full majority of principals in tuned out and blacked out schools were in effect recommending school adoption. A bare 2 percent recommended no viewing of "The Electric Company" whatsoever, about one-quarter had no opinion, and a recommendation for at-home viewing only came from just 20 percent of all non-using schools and from 28 percent of the fully equipped tuned out schools. Principals clearly seemed to be welcoming any opportunity to take on "The Electric Company" as part of formal education in schools where it had not yet been adopted.

Principals provided an even more direct evaluation of the series in answer to a question regarding the usefulness of "The Electric Company" for teaching basic reading skills to different types of pupils. This question was asked only of principals in schools that had had some experience with "The Electric Company." That is, schools that had never used the series were spared from having their principals make this additional assessment, for they had already provided their recommendations.

The assessments of principals in experienced schools indicated that they held the series in high regard as an instructional aid. Nearly one-third, or 32 percent, reported that the series was most useful for teaching basic reading skills to pupils having great difficulty with reading. This on-target evaluation of the series' utility was exceeded only by the percent indicating that the series was equally useful for all types of pupils (44 percent). Some 22 percent considered the series most useful for pupils making normal progress in reading, while only about 1 percent said that the series was not very useful for any type of pupil (Table 6.6).

With such strongly favorable conceptions of the utility of "The Electric Company" for instructional purposes, and with few apparent pedagogical aversions to the series, it seems that principals in both adopter and non-adopter schools were generally quite warm toward the series. What role did these principals play in the decision to adopt or not to adopt? By their own reports, they played a minor role (Tables 7.1 and 7.2). In schools using the series both years or the second season only, a small 4 percent of the principals reported that they made the decision to adopt. In the "never used" schools, only 2 percent said that they had made the decision not to adopt. And in the schools that dropped the series after a first season experiment, 8 percent said that they made this decision. Much more overwhelming is the 80 to 90 percent of the principals in schools using the series who said that teachers made the decision for their own pupils. Principals in the "never used" schools usually penned in a comment that no one really made a decision because the school had no TV sets, no access to a broadcast, or the like.

In short, principals generally welcomed "The Electric Company" and had high regard for its utility in an instructional sense, but adoption of the series is not a matter on which they independently, or, as we put it in the questionnaire -"finally," decide. Principals are no doubt often an inspiration to teachers who do decide these matters, just as they doubtlessly sometimes discourage new ventures. On these finer points in the flow of influence, a mailed survey is just inadequate to make a full analysis. It should nonetheless be accepted by now, as was first indicated in last year's study, that schools maintain a strong tradition of emphasizing teacher autonomy in the selection of many types of instructional aids or techniques. Combined with this tradition is the assumption that principals will exercise some leadership, although in the diplomatic manner appropriate to the profession.

In this regard, it is not wholly unimportant to know how principals assessed "The Electric Company." Their assessments reflect, if nothing else, the spirit with which they and the school received the series as they heard about it and, for many, adopted it. Other indications of the spirit of reception demonstrated considerably warm attitudes toward the series by central office personnel in the school, by educators in other schools who had contact with principals, by teachers in the schools, and by parents and community leaders (Tables 7.4 through 7.5).

We found, for example, that 33 percent of all principals had by Winter of 1972-73 heard generally positive overall evaluations of "The Electric Company" from various central office personnel, which would include curriculum coordinators, school-wide specialists, and school system administrators. Only 2 percent reported generally negative evaluations from these sources, while 65 percent said that they had heard no evaluations from the same sources. The positive reports were therefore outstanding compared with the negative, even in the "never used" schools (22 percent positive, 1 percent negative) and in the schools that dropped the series by Fall of 1972 (27 percent positive, 1 percent negative).

Educators in other schools provided school principals with an even greater preponderance of overall positive evaluations of "The Electric Company," for 53 percent of all principals reported hearing positive evaluations from these sources while only 1 percent reported generally negative evaluations. Teachers within the surveyed schools also generally gave principals positive overall impressions of the series, with 64 percent of the principals reporting such evaluations by teachers. Finally, almost half of the principals, 49 percent, reported that they had even received favorable overall evaluations of "The Electric Company" from parents and community leaders. Community objection to the series was quite minimal at less than 1 percent nationwide as reported by principals.

One of the clearly impressive aspects of these findings is not just the favorableness of the communications about "The Electric Company," but more strikingly the quantity of communications. A good deal is being said about the series when half of the nation's principals report having heard something about it - nearly all positive - from parents and community leaders and from educators in other schools. A further analysis of the flow of communications about the series is provided in Table 7.8 for principals' responses to a question about most of the possible sources of information about the series. We asked principals simply to check all of the information sources through which they had ever heard anything about "The Electric Company."

Nationwide, we found that the most effective media source was "The Electric Company" itself, for 61 percent of the nation's principals reported having seen the show. Principals were most likely to be viewers if their pupils were also tuned in (87 percent) and least likely if their pupils were not tuned in (48 percent). Other more or less direct contacts from the Children's Television Workshop also reached substantial numbers of principals. Some 40 percent reported having received a direct mailing from the Workshop, 30 percent said they had seen the Teacher's Guide to the series, and 12 percent reported a personal contact by someone from the Workshop or receipt of a summary of the first season in-school study. All of these percentages were a few points lower for schools not using the series, and at least half again as large for schools using the series in Fall of 1972. It should be noted that these findings for information from CTW were generally a little higher than first season levels, when under 30 percent of all schools reported reception of a direct CTW mailing to the principal's desk.

In terms of the information provided through commercial and other non-CTW media, principals reported this year - as last year - that the newspaper (32 percent) and magazines or journals (42 percent) had considerable scope of market penetration, but not as much as simply viewing the program. School systems as a whole began recognizing the series and distributing information on it, as 19 percent of the principals reported having received a circular or announcement prepared by the local or state school system and concerning "The Electric Company." Radio remained a less efficient media system, with less than 10 percent of the nation's principals hearing about the series by radio either year.

All of these media sources provided such a rich informational system that very few school principals reported having never heard of "The Electric Company" from any source other than our surveys. By mid-Winter of 1972-73, only 16 percent of the nation's principals knew nothing more about the series than what the portion in our sample learned from the questionnaires. One year earlier, this uninformed fraction was about one-third of the schools, amounting to a second season reduction of the uninformed by half. Once again, however, the least informed were in rural and small town areas and in the Southeast (Table 7.9). It seems that as schools in these areas become better informed and more capable technically, however slowly this happens, they respond to their new resources with especially high enthusiasm for using them - as evidenced in their increasing adoption levels reported earlier.

Aside from informational input, the decision-making process involved in adoption includes adaptation of the school to new resources such as "The Electric Company." We therefore asked principals of schools using the series in Fall of 1972 to indicate any adjustments or changes that were made in order to make the most effective use of the series. The principals' responses concern efforts of whole schools or of staff who were in some way undertaking activities known to the principal. Because principals provided similar information for the first season, it is possible to make some comparisons in the extent to which facilitative activities of various sorts were undertaken each year. We would quite naturally expect that in the second year, less effort would be involved due to the fact that about 85 percent of the second year schools had already used the series during the previous year.

Equipping the classroom was an essential facilitating activity the first season. In order to begin to use the series in the first year, about 21 percent of the initial adopters purchased, rented, or in some other way acquired additional TV equipment. By the second season, so many schools were continuing to use the series that relatively few found the need for equipment so pressing as to require additional acquisitions. Only 12 percent of the second season users acquired additional TV sets for the 1972-73 season (Table 7.10). While this may seem to be a substantial decrease, it actually reflects a surprising commitment of new resources, considering that only 15 percent of the second season adopters were new to the series.

The second season also had a considerable number of schools investing in repairs for TV equipment that the adopter schools already had. Thus, 17 percent of the adopters in the second year had some TV equipment repaired in order to facilitate the most effective use of "The Electric Company." No comparable data was available from the first season survey.

Along with changes in the technical capabilities in some schools, there was also considerable rearrangement of schedules or curriculum for the second season. Some 54 percent of the schools made special scheduling arrangements to enable better viewing by pupils, and a full 6 percent went so far as to revise the reading curriculum for better use of the series. These adjustments were comparable to the ones made last year for the same purposes. "The Electric Company" was clearly not becoming old hat, accepted without adjustment by continuing and late-coming adopters.

Admittedly, the adjustments that were made were infrequent and of less than major proportions, but that they persisted at this level over two years suggests that schools still consider "The Electric Company" to be an experiment in many cases.

APPENDIX A

TABLES PRESENTING 1972-73 FINDINGS

TABLE 1.1. NUMBER AND PERCENT OF SCHOOLS WITH SOME PUPILS VIEWING "THE ELECTRIC COMPANY" FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**
UNITED STATES	22.8% (18811)	34.8% (25735)
BY REGION		
NORTH ATLANTIC	28.0 (5347)	42.6 (7568)
GREAT LAKES AND PLAINS	21.1 (5371)	26.8 (6687)
WEST AND SOUTHWEST	27.8 (5745)	34.5 (5891)
SOUTHEAST	13.6 (2348)	39.2 (5590)
BY SIZE OF COMMUNITY◆		
LARGE CITY	49.9 (7041)	49.4 (6041)
MEDIUM CITY-SUBURBAN	28.9 (2388)	39.2 (3097)
SMALL CITY	19.8 (3697)	39.5 (6538)
RURAL	13.8 (3643)	27.5 (6413)
BY SES OF COMMUNITY◆		
MIDDLE AND HIGH SES	24.5 (11683)	39.6 (17140)
LOW SES	25.9 (5087)	29.7 (4948)

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* Data from the Fall 1971 survey of principals.

** Data from the Fall 1972 survey of principals.

◆ Public schools only. Private schools in the 1971 survey were not identified by type of community. For Fall 1972 public and private school estimates by type of community, see Table 3.2.

TABLE 1.2. ONE-YEAR TREND IN SCHOOL ADOPTION LEVELS, FALL OF 1971 TO FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	(a) DIFFERENCE BETWEEN % USING IN FALL 1972 AND % USING IN FALL 1971	(b) INCREASE IN USE*	(c) FALL 1972 AS A PERCENT OF FALL 1971**
UNITED STATES	12.0	53%	153%
BY REGION			
NORTH ATLANTIC	14.6	52%	152%
GREAT LAKES & PLAINS	5.7	27%	127%
WEST AND SOUTHWEST	6.7	24%	124%
SOUTHEAST	25.6	188%	288%
BY SIZE OF COMMUNITY+			
LARGE CITY	-.5	-1%	99%
MEDIUM CITY-SUBURBAN	10.3	36%	136%
SMALL CITY	19.7	99%	199%
RURAL	13.7	99%	199%
BY SES OF COMMUNITY+			
MIDDLE AND HIGH SES	25.1	62%	162%
LOW SES	3.8	15%	115%

*Computed by dividing the difference (in column a) by the percent using TEC in Fall of 1971.

**Computed by dividing the percent using TEC in Fall of 1972 by the percent using TEC in Fall of 1971.

+Public schools only.

TABLE 1.3. ONE-YEAR CHANGES IN THE TOTAL NUMBER OF PUBLIC SCHOOLS INCLUDED IN THE U.S. OFFICE OF EDUCATION LISTINGS AND AS ESTIMATED BY THE SAMPLE SURVEYS FOR "THE ELECTRIC COMPANY" STUDIES, FALL OF 1971 TO FALL OF 1972, FOR THE UNITED STATES.

	NUMBER*	PERCENT CHANGE
1. ALL PUBLIC SCHOOLS IN THE 1971 U.S.O.E. LISTING:	69,861	
2. ALL PUBLIC SCHOOLS IN THE 1972 U.S.O.E. LISTING:	64,861	
CHANGE IN THE NUMBER OF PUBLIC SCHOOLS LISTED BY USOE:	-5,125	-7.3%
3. ALL PUBLIC SCHOOLS IN THE 1971 SURVEY ESTIMATE:	67,454	
4. ALL PUBLIC SCHOOLS IN THE 1972 SURVEY ESTIMATE:	60,026	
CHANGE IN THE NUMBER OF SURVEY ESTIMATED SCHOOLS:	-7,428	-11.0%
CHANGE DUE TO SURVEY FINDINGS ONLY (CHANGE IN SURVEY ESTIMATES MINUS CHANGE IN USOE LISTINGS):	-2,303	-3.4%
5. ALL SCHOOLS IN THE 1971 SURVEY ESTIMATE:**	82,468	
6. ALL SCHOOLS IN THE 1972 SURVEY ESTIMATE:**	74,063	
CHANGE IN THE NUMBER OF SURVEY ESTIMATED SCHOOLS:**	-8,432	-10.2%
CHANGE DUE TO SURVEY FINDINGS ONLY (CHANGE IN SURVEY ESTIMATES MINUS CHANGE IN USOE PUBLIC SCHOOL LISTINGS):**	-3,307	-4.0%

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*All figures are for schools containing grades 2, 3, or 4.

**Includes both public and private schools. The number of private schools in the original listings for 1971 was not aacertained; therefore, changes in the private school listings could not be determined and isolated from changes due to survey findings.

TABLE 1.4. DISTRIBUTION OF SCHOOLS AND ADOPTER SCHOOLS FOR FALL OF 1971 AND FOR FALL OF 1972, BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	FALL 1971*		FALL 1972**	
	ALL SCHOOLS (a)	ADOPTER SCHOOLS (b)	ALL SCHOOLS (a)	ADOPTER SCHOOLS (b)
BY REGION				
NORTH ATLANTIC	23.2%	28.4%	24.0%	29.4%
GREAT LAKES & PLAINS	30.8	28.6	33.7	26.0
WEST AND SOUTHWEST	25.0	30.5	23.0	22.9
SOUTHEAST	21.0	12.5	19.2	21.7
U.S., PUBLIC & PRIVATE	100.0%	100.0%	100.0%	100.0%
(Number of Schools)	(82468)	(18811)	(74036)	(25735)
BY SIZE OF COMMUNITY•				
LARGE CITY	20.9	42.0	20.4	27.3
MEDIUM CITY-SUBURBAN	12.3	14.2	13.2	14.0
SMALL CITY	27.7	22.0	27.6	29.6
RURAL	39.1	21.7	38.9	29.0
BY SES OF COMMUNITY•				
MIDDLE AND HIGH SES	70.8	69.7	72.2	77.6
LOW SES	29.2	30.3	27.8	22.4
U.S., PUBLIC ONLY	100.0%	100.0%	100.0%	100.0%
(Number of Schools)	(67451)	(16769)	(60033)	(22089)

*Data from the Fall 1971 survey of principals.

**Data from the Fall 1972 survey of principals.

•Public schools only.

TABLE 1.5. REPRESENTATIVENESS OF ADOPTER SCHOOLS FOR FALL OF 1971 AND FOR FALL OF 1972, BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	REPRESENTATIVENESS*	
	FALL 1971**	FALL 1972***
BY REGION		
NORTH ATLANTIC	122%	123%
GREAT LAKES & PLAINS	93%	77%
WEST AND SOUTHWEST	122%	100%
SOUTHEAST	56%	113%
BY SIZE OF COMMUNITY*		
LARGE CITY	201%	134%
MEDIUM CITY -SUBURBAN	115%	106%
SMALL CITY	79%	107%
RURAL	55%	75%
BY SES OF COMMUNITY*		
MIDDLE AND HIGH SES	98%	107%
LOW SES	104%	81%

*Computed by dividing column "b" by column "a" in Table 1.4.

**Data from the Fall 1971 survey of principals.

***Data from the Fall 1972 survey of principals.

* Public schools only.

TABLE 2.1. FOR GRADE 1: NUMBER AND PERCENT OF SCHOOLS WITH SOME PUPILS VIEWING "THE ELECTRIC COMPANY" FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**
UNITED STATES	8.9% (6197)	17.2% (12071)
BY REGION		
NORTH ATLANTIC	11.5 (1982)	22.2 (3797)
GREAT LAKES & PLAINS	6.0 (1306)	13.2 (3094)
WEST & SOUTHWEST	12.1 (1899)	19.2 (3132)
SOUTHEAST	6.8 (1010)	15.2 (2048)
BY SIZE OF COMMUNITY◆		
LARGE CITY	16.1 (1793)	20.5 (2433)
MEDIUM CITY-SUBURBAN	12.1 (812)	21.4 (1570)
SMALL CITY	7.2 (112)	22.5 (3506)
RURAL	7.6 (1686)	11.4 (2484)
BY SES OF COMMUNITY◆		
MIDDLE AND HIGH SES	8.8 (3428)	18.7 (7676)
LOW SES	12.4 (1975)	14.9 (2317)

* Data from Fall, 1971 survey of principals

** Data from Fall, 1972 survey of principals

◆ Public schools only

TABLE 2.2. FOR GRADE 2: NUMBER AND PERCENT OF SCHOOLS WITH SOME PUPILS VIEWING "THE ELECTRIC COMPANY" FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**
UNITED STATES	17.7% (13112)	24.6% (17442)
BY REGION		
NORTH ATLANTIC	25.1 (4353)	28.2 (4864)
GREAT LAKES & PLAINS	15.5 (3921)	22.1 (5250)
WEST & SOUTHWEST	19.3 (3309)	24.7 (4037)
SOUTHEAST	10.7 (1529)	24.2 (3292)
BY SIZE OF COMMUNITY◆		
LARGE CITY	32.3 (3971)	33.7 (4022)
MEDIUM CITY -SUBURBAN	25.3 (1761)	28.8 (2149)
SMALL CITY	18.1 (2819)	32.1 (5066)
RURAL	12.3 (2756)	16.6 (3631)
BY SES OF COMMUNITY◆		
MIDDLE AND HIGH SES	18.4 (7486)	28.4 (11763)
LOW SES	22.8 (3821)	19.7 (3106)

* Data from Fall, 1971 survey of principals

** Data from Fall, 1972 survey of principals

◆ Public schools only

TABLE 2.3. FOR GRADE 3: NUMBER AND PERCENT OF SCHOOLS WITH SOME PUPILS VIEWING "THE ELECTRIC COMPANY" FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**
UNITED STATES	16.8% (11813)	21.0% (14905)
BY REGION		
NORTH ATLANTIC	17.5 (2596)	23.4 (4018)
GREAT LAKES & PLAINS	15.5 (3636)	17.6 (4210)
WEST & SOUTHWEST	21.9 (3809)	21.7 (3574)
SOUTHEAST	11.7 (1771)	23.0 (3103)
BY SIZE OF COMMUNITY◆		
LARGE CITY	43.1 (4934)	31.7 (3775)
MEDIUM CITY-SUBURBAN	18.4 (1290)	22.6 (1691)
SMALL CITY	14.8 (2207)	27.9 (4397)
RURAL	10.9 (2466)	14.1 (3112)
BY SES OF COMMUNITY◆		
MIDDLE AND HIGH SES	20.6 (8012)	24.6 (10194)
LOW SES	17.6 (2886)	17.7 (2781)

* Data from Fall, 1971 survey of principals

** Data from Fall, 1972 survey of principals

◆ Public schools only

TABLE 2.4. FOR GRADE 4: NUMBER AND PERCENT OF SCHOOLS WITH SOME PUPILS VIEWING "THE ELECTRIC COMPANY" FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**
UNITED STATES	10.3% (7298)	14.1% (9729)
BY REGION		
NORTH ATLANTIC	8.3 (1231)	14.5 (2383)
GREAT LAKES & PLAINS	7.0 (1752)	9.9 (2322)
WEST & SOUTHWEST	17.9 (3024)	17.8 (2842)
SOUTHEAST	8.6 (1291)	16.4 (2183)
BY SIZE OF COMMUNITY◆		
LARGE CITY	23.8 (2806)	22.7 (2625)
MEDIUM CITY-SUBURBAN	8.6 (569)	15.4 (1104)
SMALL CITY	9.4 (1445)	20.8 (3245)
RURAL	9.0 (2017)	9.6 (2045)
BY SES OF COMMUNITY◆		
MIDDLE AND HIGH SES	11.8 (4665)	17.9 (7239)
LOW SES	12.8 (2173)	11.9 (1781)

* Data from Fall, 1971 survey of principals

** Data from Fall, 1972 survey of principals

◆ Public schools only

TABLE 2.5. FOR GRADE 5: NUMBER AND PERCENT OF SCHOOLS WITH SOME PUPILS VIEWING "THE ELECTRIC COMPANY" FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**
UNITED STATES	6.2% (4346)	8.6% (5571)
BY REGION		
NORTH ATLANTIC	1.8 (283)	8.3 (1232)
GREAT LAKES & PLAINS	4.3 (983)	4.4 (978)
WEST & SOUTHWEST	14.2 (2157)	12.7 (1925)
SOUTHEAST	5.0 (923)	11.5 (1436)
BY SIZE OF COMMUNITY◆		
LARGE CITY	22.2 (2411)	17.4 (1917)
MEDIUM CITY-SUBURBAN	4.2 (371)	8.5 (546)
SMALL CITY	3.1 (517)	11.7 (1650)
RURAL	4.7 (1006)	5.7 (1125)
BY SES OF COMMUNITY◆		
MIDDLE AND HIGH SES	7.1 (2903)	10.8 (4013)
LOW SES	10.0 (1401)	8.8 (1225)

* Data from Fall, 1971 survey of principals

** Data from Fall, 1972 survey of principals

◆ Public schools only

TABLE 2.6. FOR GRADE 6: NUMBER AND PERCENT OF SCHOOLS WITH SOME PUPILS VIEWING "THE ELECTRIC COMPANY" FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**
UNITED STATES	2.9% (1972)	6.0% (3434)
BY REGION		
NORTH ATLANTIC	1.4 (228)	3.7 (492)
GREAT LAKES & PLAINS	2.2 (431)	2.9 (579)
WEST & SOUTHWEST	4.3 (556)	9.6 (1277)
SOUTHEAST	4.2 (757)	9.9 (1086)
BY SIZE OF COMMUNITY✱		
LARGE CITY	8.5 (729)	9.7 (923)
MEDIUM CITY -SUBURBAN	7.0 (477)	5.5 (299)
SMALL CITY	0.9 (143)	9.4 (1092)
RURAL	2.5 (581)	5.0 (882)
BY SES OF COMMUNITY✱		
MIDDLE AND HIGH SES	3.0 (1142)	7.0 (2222)
LOW SES	5.9 (788)	7.7 (974)

* Data from Fall, 1971 survey of principals

** Data from Fall, 1972 survey of principals

✱ Public schools only

TABLE 2.7. ONE-YEAR DIFFERENCES IN SCHOOL ADOPTION LEVELS FOR GRADES ONE THROUGH SIX, FALL OF 1971 TO FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	DIFFERENCE BETWEEN PERCENT USING IN FALL 1971 AND PERCENT USING IN FALL 1972, FOR EACH GRADE*					
	1st**	2nd	3rd	4th	5th**	6th**
UNITED STATES	8.3	6.9	4.2	3.8	2.4	3.1
BY REGION						
NORTH ATLANTIC	10.7	3.1	5.9	6.2	6.5	2.3
GREAT LAKES & PLAINS	7.2	6.6	2.1	2.9	.1	.7
WEST AND SOUTHWEST	7.1	5.4	-.2	-.1	-1.5	5.3
SOUTHEAST	8.4	13.5	11.3	7.8	6.5	5.7
BY SIZE OF COMMUNITY◆						
LARGE CITY	-4.5	1.4	-11.4	-1.1	-4.8	1.2
MEDIUM CITY-SUBURBAN	9.3	3.5	4.2	6.8	4.3	-1.5
SMALL CITY	15.3	14.0	13.1	11.4	8.6	8.5
RURAL	3.8	4.3	3.2	.6	1.0	2.5
BY SES OF COMMUNITY◆						
MIDDLE TO HIGH SES	9.9	10.0	4.0	6.1	3.7	4.0
LOW SES	2.5	-3.1	.1	-.9	-1.2	1.8

*Computed by subtracting percent using in Fall 1971 from percent using in Fall 1972.

**Applies only to schools also containing at least one of grades 2, 3, or 4.

◆Public schools only.

TABLE 2.8. PERCENT INCREASE IN SCHOOL ADOPTION LEVELS FOR GRADES ONE THROUGH SIX, FALL OF 1971 TO FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	PERCENT INCREASE IN USE FOR EACH GRADE LEVEL*					
	1st**	2nd	3rd	4th	5th**	6th**
UNITED STATES	93%	39%	25%	37%	39%	107%
BY REGION						
NORTH ATLANTIC	93	12	34	75	361	164
GREAT LAKES & PLAINS	120	43	14	41	2	32
WEST AND SOUTHWEST	59	28	-1	-1	-11	123
SOUTHEAST	124	126	97	91	130	136
BY SIZE OF COMMUNITY•						
LARGE CITY	27	4	-26	-5	-22	14
MEDIUM CITY-SUBURBAN	77	14	23	79	102	-21
SMALL CITY	213	77	89	121	277	944
RURAL	50	35	29	7	21	100
BY SES OF COMMUNITY•						
MIDDLE TO HIGH SES	113	54	19	52	52	133
LOW SES	20	-14	1	-7	-12	31

*Computed by dividing the difference (Table A-10) by the percent using TEC in Fall of 1971.

**Applies only to schools also containing one of grades 2, 3, or 4.

•Public schools only.

TABLE 2.9. AVERAGE NUMBER OF GRADE LEVELS USING "THE ELECTRIC COMPANY" PER ADOPTER SCHOOL, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY, BY YEAR.

	AVERAGE PER ADOPTER SCHOOL*		DIFFERENCE◆
	FALL 1971**	FALL 1972***	
UNITED STATES	2.8	2.6	-.2
BY REGION			
NORTH ATLANTIC	2.3	2.4	.1
GREAT LAKES & PLAINS	2.4	2.6	.2
WEST AND SOUTHWEST	3.2	3.1	-.1
SOUTHEAST	3.5	2.6	-.9
BY SIZE OF COMMUNITY◆◆			
LARGE CITY	2.9	2.7	-.2
MEDIUM CITY-SUBURBAN	2.6	2.6	0
SMALL CITY	2.7	3.1	.4
RURAL	3.4	2.3	-1.1
BY SES OF COMMUNITY◆◆			
MIDDLE TO HIGH SES	2.8	2.7	-.1
LOW SES	3.1	2.7	-.4

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*Applies only to schools containing at least one of grades 2, 3, or 4, and only to grades 1 through 6 in such schools.
**Data from Fall 1971 survey of principals.
***Data from Fall 1972 survey of principals.
◆Computed by subtracting Fall 1971 average from Fall 1972 average.
◆◆Public schools only.

TABLE 2.10. PERCENT OF ADOPTER SCHOOLS USING "THE ELECTRIC COMPANY" FOR GRADE 1, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**	PERCENT INCREASE IN USE***
UNITED STATES	32.9%	46.9%	43%
BY REGION			
NORTH ATLANTIC	37.1	50.2	35
GREAT LAKES & PLAINS	24.3	46.3	91
WEST AND SOUTHWEST	33.1	53.2	61
SOUTHEAST	43.0	36.6	-15
BY SIZE OF COMMUNITY◆			
LARGE CITY	25.5	40.3	58
MEDIUM CITY-SUBURBAN	34.0	50.7	49
SMALL CITY	3.0	53.6	1687
RURAL	46.3	38.7	-16
BY SES OF COMMUNITY◆			
MIDDLE TO HIGH SES	29.3	44.8	53
LOW SES	38.8	46.8	21

*Data from the Fall 1971 survey of principals.

**Data from the Fall 1972 survey of principals.

***Computed by subtracting the Fall 1971 estimate from the Fall 1972 estimate, and dividing by the Fall 1971 estimate.

◆Public schools only.

TABLE 2.11. PERCENT OF ADOPTER SCHOOLS USING "THE ELECTRIC COMPANY" FOR GRADE 2, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**	PERCENT INCREASE IN USE*** (MINUS = DECREASE)
UNITED STATES	69.7%	67.8%	-3%
BY REGION			
NORTH ATLANTIC	81.4	64.3	-21
GREAT LAKES & PLAINS	73.0	78.5	8
WEST AND SOUTHWEST	57.6	68.5	19
SOUTHEAST	65.1	58.9	-10
BY SIZE OF COMMUNITY•			
LARGE CITY	56.4	66.6	18
MEDIUM CITY-SUBURBAN	73.7	69.4	-6
SMALL CITY	76.3	77.5	2
RURAL	75.7	56.6	-25
BY SES OF COMMUNITY•			
MIDDLE AND HIGH SES	64.1	68.6	7
LOW SES	75.1	62.8	-16

*Data from the Fall 1971 survey of principals.
** Data from the Fall 1972 survey of principals.
*** Computed by subtracting the Fall 1971 estimate from the Fall 1972 estimate, and dividing by the Fall 1971 estimate.
• Public schools only.

TABLE 2.12. PERCENT OF ADOPTER SCHOOLS USING "THE ELECTRIC COMPANY" FOR GRADE 3, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**	PERCENT INCREASE IN USE*** (MINUS = DECREASE)
UNITED STATES	62.8%	57.9%	-8
BY REGION			
NORTH ATLANTIC	48.6	53.1	9
GREAT LAKES & PLAINS	67.7	63.0	-7
WEST AND SOUTHWEST	66.3	60.7	-8
SOUTHEAST	75.4	55.5	-26
BY SIZE OF COMMUNITY•			
LARGE CITY	70.1	62.5	-11
MEDIUM CITY-SUBURBAN	54.0	54.6	1
SMALL CITY	59.7	67.3	13
RURAL	67.7	48.5	-28
BY SES OF COMMUNITY•			
MIDDLE AND HIGH SES	68.6	59.5	-13
LOW SES	56.7	56.2	-1

*Data from the Fall 1971 survey of principals.

** Data from the Fall 1972 survey of principals.

*** Computed by subtracting the Fall 1971 estimate from the Fall 1972 estimate, and dividing by the Fall 1971 estimate.

• Public schools only.

TABLE 2.13. PERCENT OF ADOPTER SCHOOLS USING "THE ELECTRIC COMPANY" FOR GRADE 4, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**	PERCENT INCREASE IN USE*** (MINUS = DECREASE)
UNITED STATES	38.8%	37.8%	-3%
BY REGION			
NORTH ATLANTIC	23.0	31.5	37
GREAT LAKES & PLAINS	32.6	34.7	7
WEST AND SOUTHWEST	52.6	48.2	-8
SOUTHEAST	55.0	39.1	-29
BY SIZE OF COMMUNITY◆			
LARGE CITY	39.9	43.5	9
MEDIUM CITY-SUBURBAN	23.8	35.6	50
SMALL CITY	39.1	49.6	27
RURAL	55.4	31.9	-42
BY SES OF COMMUNITY◆			
MIDDLE AND HIGH SES	39.9	42.2	6
LOW SES	42.7	36.0	-16

*Data from the Fall 1971 survey of principals.

** Data from the Fall 1972 survey of principals.

*** Computed by subtracting the Fall 1971 estimate from the Fall 1972 estimate, and dividing by the Fall 1971 estimate.

◆ Public schools only.

TABLE 2.14. PERCENT OF ADOPTER SCHOOLS USING "THE ELECTRIC COMPANY" FOR GRADE 5, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**	PERCENT INCREASE IN USE*** (MINUS = DECREASE)
UNITED STATES	23.1	21.6	-6
BY REGION			
NORTH ATLANTIC	5.3	16.3	207
GREAT LAKES & PLAINS	18.3	14.6	-20
WEST AND SOUTHWEST	37.5	32.7	-13
SOUTHEAST	39.2	25.7	-35
BY SIZE OF COMMUNITY◆			
LARGE CITY	34.2	31.7	-7
MEDIUM CITY-SUBURBAN	15.5	17.6	14
SMALL CITY	14.0	25.2	80
RURAL	27.6	17.5	-36
BY SES OF COMMUNITY◆			
MIDDLE TO HIGH SES	24.8	23.4	-6
LOW SES	27.5	24.8	-10

*Data from the Fall 1971 survey of principals.

** Data from the Fall 1972 survey of principals.

*** Computed by subtracting the Fall 1971 estimate from the Fall 1972 estimate, and dividing by the Fall 1971 estimate.

◆ Public schools only.

TABLE 2.15. PERCENT OF ADOPTER SCHOOLS USING "THE ELECTRIC COMPANY" FOR GRADE 6, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY, BY YEAR.

	FALL 1971*	FALL 1972**	PERCENT INCREASE IN USE*** (MINUS = DECREASE)
UNITED STATES	10.5	13.3	27
BY REGION			
NORTH ATLANTIC	4.3	6.5	51
GREAT LAKES & PLAINS	8.0	8.7	8
WEST AND SOUTHWEST	9.7	21.7	123
SOUTHEAST	32.2	19.4	-40
BY SIZE OF COMMUNITY◆			
LARGE CITY	10.4	15.3	47
MEDIUM CITY-SUBURBAN	20.0	9.7	-52
SMALL CITY	3.9	16.7	328
RURAL	15.9	13.8	-13
BY SES OF COMMUNITY◆			
MIDDLE TO HIGH SES	9.8	13.0	32
LOW SES	15.5	19.7	27

*Data from the Fall 1971 survey of principals.

** Data from the Fall 1972 survey of principals.

*** Computed by subtracting the Fall 1971 estimate from the Fall 1972 estimate, and dividing by the Fall 1971 estimate.

◆ Public schools only.

TABLE 3.1 NUMBER AND PERCENT OF ALL SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"*			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	28.6% (21173)	6.0% (4365)	6.2% (4562)	59.3% (43936)
BY REGION				
NORTH ATLANTIC	34.2 (6080)	6.4 (1137)	8.4 (1487)	51.0 (9066)
GREAT LAKES & PLAINS	22.7 (5668)	6.6 (1637)	4.1 (1018)	66.6 (16627)
WEST & SOUTHWEST	29.0 (4953)	5.4 (915)	5.5 (938)	60.1 (10260)
SOUTHEAST	31.4 (4472)	4.8 (676)	7.9 (1119)	56.0 (7983)
BY SIZE OF COMMUNITY				
LARGE CITY	37.6 (6470)	6.6 (1139)	4.8 (827)	51.0 (8767)
MEDIUM CITY -SUBURBAN	27.3 (2722)	6.0 (598)	8.5 (849)	58.1 (5785)
SMALL CITY	33.5 (6873)	6.3 (1292)	4.2 (859)	56.0 (11499)
RURAL	19.4 (5108)	5.1 (1336)	7.7 (2026)	67.9 (17886)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	30.2 (16265)	6.0 (3245)	6.5 (3470)	57.3 (30854)
LOW SES	24.3 (4908)	5.6 (1121)	5.4 (1092)	64.8 (13081)

*All data from the Fall 1972 survey of principals.

TABLE 3.2. NUMBER AND PERCENT OF ALL SCHOOLS WITH SOME PUPILS VIEWING "THE ELECTRIC COMPANY" DURING FALL OF 1972, BY SIZE OF COMMUNITY AND BY SES OF COMMUNITY.

	PERCENT OF SCHOOLS (NUMBER OF SCHOOLS)
BY SIZE OF COMMUNITY	
LARGE CITY	42.4% (7297)
MEDIUM CITY	35.8 (3571)
SMALL CITY	37.7 (7732)
RURAL	27.1 (7134)
BY SES OF COMMUNITY	
MIDDLE AND HIGH SES	36.7 (19735)
LOW SES	29.7 (6000)

TABLE 3.3 NUMBER AND PERCENT OF PUBLIC SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"*			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	30.5% (18285)	6.5% (3896)	6.3% (3803)	56.7% (34043)
BY REGION				
NORTH ATLANTIC	36.7 (4832)	7.9 (1046)	8.5 (1116)	47.0 (6191)
GREAT LAKES & PLAINS	22.7 (4560)	6.7 (1356)	4.2 (841)	66.4 (13353)
WEST & SOUTHWEST	31.9 (4637)	5.7 (828)	5.8 (845)	56.5 (8210)
SOUTHEAST	34.9 (4256)	5.5 (666)	8.2 (1001)	51.5 (6289)
BY SIZE OF COMMUNITY	44.0 (5383)	7.5 (916)	5.4 (657)	43.1 (5279)
LARGE CITY				
MEDIUM CITY-SUBURBAN	30.1 (2384)	6.7 (533)	9.0 (713)	54.1 (4277)
SMALL CITY	35.6 (5892)	7.4 (1226)	3.9 (646)	53.1 (8795)
RURAL	19.8 (4626)	5.2 (1221)	7.7 (1787)	67.3 (15693)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	32.8 (14192)	6.6 (2875)	6.8 (2948)	53.8 (23326)
LOW SES	24.5 (4093)	6.1 (1022)	5.1 (855)	64.2 (10717)

* All data from the Fall 1972 survey of principals.

TABLE 3.4 NUMBER AND PERCENT OF PRIVATE SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"*			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	20.6% (2888)	3.4% (469)	5.4% (769)	70.6% (9892)
BY REGION				
NORTH ATLANTIC	27.2 (1248)	2.0 (92)	8.1 (371)	62.7 (2875)
GREAT LAKES & PLAINS	22.9 (1108)	5.8 (280)	3.7 (177)	67.6 (3274)
WEST & SOUTHWEST	12.4 (316)	3.4 (86)	3.6 (92)	80.6 (2050)
SOUTHEAST	10.6 (216)	0.5 (11)	5.8 (118)	83.1 (1694)
BY SIZE OF COMMUNITY				
LARGE CITY	21.9 (1087)	4.5 (223)	3.4 (170)	70.2 (3488)
MEDIUM CITY-SUBURBAN	16.5 (338)	3.2 (65)	6.7 (136)	73.7 (1508)
SMALL CITY	24.8 (981)	1.7 (66)	5.4 (213)	68.2 (2704)
RURAL	15.9 (482)	3.8 (115)	7.9 (240)	72.4 (2193)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	19.8 (2073)	3.5 (370)	5.0 (522)	71.7 (7528)
LOW SES	23.2 (815)	2.8 (99)	6.7 (236)	67.3 (2364)

TABLE 3.5. PRIVATE SCHOOL REPRESENTATION IN EACH VIEWING CELL RELATIVE TO PUBLIC SCHOOL REPRESENTATION, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	PRIVATE SCHOOL REPRESENTATION IN EACH VIEWING CELL*			
	USED BOTH YEARS	USED LAST YEAR ONLY	USED THIS YEAR ONLY	NEVER USED
UNITED STATES	.68	.52	.86	1.25
BY REGION				
NORTH ATLANTIC	.74	.25	.95	1.33
GREAT LAKES & PLAINS	1.01	.87	.88	1.02
WEST AND SOUTHWEST	.39	.60	.62	1.43
SOUTHEAST	.30	.09	.71	1.61
BY SIZE OF COMMUNITY				
LARGE CITY	.50	.60	.63	1.63
MEDIUM CITY-SUBURBAN	.55	.48	.74	1.36
SMALL CITY	.70	.23	1.38	1.28
RURAL	.80	.73	1.03	1.08
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	.60	.53	.74	1.33
LOW SES	.95	.46	1.31	1.05

*Computed by dividing the percent of private schools in each cell by the percent of public schools in that cell.

TABLE 3.6. FOR 1st GRADE: NUMBER AND PERCENT OF ALL SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	13.5% (9476)	4.1% (2857)	3.7% (2595)	78.8% (55357)
BY REGION				
NORTH ATLANTIC	17.8 (3046)	6.4 (1088)	4.4 (751)	71.4 (12196)
GREAT LAKES & PLAINS	9.8 (2286)	3.3 (774)	3.5 (809)	83.5 (19566)
WEST & SOUTHWEST	15.1 (2463)	2.7 (444)	4.1 (669)	78.0 (12710)
SOUTHEAST	12.5 (1682)	4.1 (551)	2.7 (366)	80.7 (10885)
BY SIZE OF COMMUNITY				
LARGE CITY	14.8 (2478)	4.0 (666)	4.2 (706)	77.0 (12875)
MEDIUM CITY -SUBURBAN	15.2 (1418)	5.1 (479)	4.5 (416)	75.2 (7017)
SMALL CITY	17.5 (3398)	4.0 (785)	4.3 (835)	74.2 (14459)
RURAL	8.8 (2182)	3.7 (927)	2.6 (638)	84.9 (21006)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	14.2 (7258)	4.4 (2273)	3.9 (1986)	77.5 (39758)
LOW SES	11.7 (2218)	3.1 (584)	3.2 (609)	82.1 (15599)

*Data in this table apply only to schools containing grade 1 and at least one of grades 2, 3, or 4.

TABLE 3.7. FOR 1st GRADE: NUMBER AND PERCENT OF PUBLIC SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	13.8% (7792)	4.0% (2263)	3.9% (2201)	78.3% (44320)
BY REGION				
NORTH ATLANTIC	18.1 (2271)	6.2 (782)	5.2 (649)	70.5 (8864)
GREAT LAKES & PLAINS	8.5 (1583)	3.2 (607)	3.2 (591)	85.1 (15934)
WEST & SOUTHWEST	16.6 (2297)	2.7 (370)	4.4 (606)	76.3 (10535)
SOUTHEAST	14.3 (1641)	4.4 (503)	3.1 (355)	78.2 (8987)
BY SIZE OF COMMUNITY				
LARGE CITY	16.3 (1939)	4.3 (513)	4.2 (494)	75.2 (8924)
MEDIUM CITY-SUBURBAN	16.5 (1212)	4.7 (341)	4.9 (359)	73.9 (5421)
SMALL CITY	17.4 (2716)	3.7 (583)	5.1 (789)	73.8 (11511)
RURAL	8.8 (1925)	3.8 (826)	2.6 (559)	84.8 (18463)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	14.7 (6015)	4.5 (1829)	4.1 (1662)	76.8 (31475)
LOW SES	11.4 (1777)	2.8 (434)	3.5 (540)	82.4 (12845)

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* Data in this table apply only to schools containing grade 1 and at least one of grades 2, 3, or 4.

TABLE 3.8. FOR 1st. GRADE: NUMBER AND PERCENT OF PRIVATE SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	12.3% (1684)	4.3% (594)	2.9% (394)	80.5% (11037)
BY REGION				
NORTH ATLANTIC	17.2 (774)	6.8 (306)	2.3 (102)	73.8 (3331)
GREAT LAKES & PLAINS	14.9 (702)	3.5 (167)	4.6 (218)	77.0 (2175)
WEST & SOUTHWEST	6.7 (166)	3.0 (74)	2.5 (63)	87.8 (2175)
SOUTHEAST	2.1 (41)	2.4 (47)	.5 (11)	95.0 (1899)
BY SIZE OF COMMUNITY				
LARGE CITY	11.1 (539)	3.2 (153)	4.4 (212)	81.4 (3951)
MEDIUM CITY-SUBURBAN	10.3 (206)	6.9 (138)	2.9 (58)	79.9 (1596)
SMALL CITY	17.6 (682)	5.2 (202)	1.2 (45)	76.0 (2948)
RURAL	8.6 (257)	3.4 (101)	2.7 (79)	85.3 (2543)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	12.1 (1243)	4.3 (444)	3.2 (325)	80.5 (8283)
LOW SES	21.9 (441)	4.4 (149)	2.0 (69)	80.7 (2755)

* Data in this table apply only to schools containing grade 1 and at least one of grades 2, 3, or 4.

TABLE 3.9. FOR 2nd GRADE: NUMBER AND PERCENT OF ALL SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	19.7% (14006)	5.3% (3752)	4.8% (3436)	70.1% (49758)
BY REGION				
NORTH ATLANTIC	23.1 (3970)	8.1 (1401)	5.2 (894)	63.6 (10957)
GREAT LAKES & PLAINS	16.8 (3995)	4.3 (1032)	5.3 (1255)	73.6 (17480)
WEST & SOUTHWEST	19.8 (3231)	3.9 (634)	4.9 (806)	71.4 (11684)
SOUTHEAST	20.7 (2811)	5.0 (685)	3.5 (481)	70.8 (9637)
BY SIZE OF COMMUNITY				
LARGE CITY	24.1 (4069)	4.8 (815)	5.5 (929)	65.5 (11051)
MEDIUM CITY-SUBURBAN	20.9 (1974)	8.4 (792)	5.4 (512)	65.5 (6191)
SMALL CITY	23.8 (4680)	4.2 (823)	6.2 (1231)	65.8 (12973)
RURAL	13.2 (3284)	5.3 (1323)	3.1 (765)	78.4 (19543)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	20.9 (10828)	5.6 (2894)	5.3 (2755)	68.2 (35262)
LOW SES	16.5 (3179)	4.5 (858)	3.5 (681)	75.5 (14496)

TABLE 3.10 FOR 2nd GRADE: NUMBER AND PERCENT OF PUBLIC SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	20.7% (11802)	5.4% (3072)	5.4% (3067)	68.6% (39162)
BY REGION				
NORTH ATLANTIC	24.0 (3044)	8.1 (1022)	6.5 (828)	61.4 (7783)
GREAT LAKES & PLAINS	15.9 (3020)	4.6 (865)	5.3 (1013)	74.2 (14067)
WEST & SOUTHWEST	22.1 (3064)	4.2 (579)	5.5 (757)	68.3 (9472)
SOUTHEAST	23.1 (2674)	5.2 (607)	4.1 (470)	67.6 (7841)
BY SIZE OF COMMUNITY				
LARGE CITY	27.4 (3267)	5.7 (677)	6.3 (756)	60.6 (7229)
MEDIUM CITY -SUBURBAN	22.9 (1704)	8.7 (651)	6.0 (445)	62.4 (4655)
SMALL CITY	24.7 (3905)	3.8 (606)	7.3 (1161)	64.1 (10134)
RURAL	13.4 (2926)	5.2 (1138)	3.2 (706)	78.2 (17145)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	22.4 (9279)	5.7 (2346)	6.0 (2484)	65.9 (27262)
LOW SES	16.0 (2523)	4.6 (726)	3.7 (583)	75.6 (11900)

TABLE 3.11 FOR 2nd GRADE: NUMBER AND PERCENT OF PRIVATE SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	15.9% (2205)	4.9% (680)	2.7% (369)	76.5% (10596)
BY REGION				
NORTH ATLANTIC	20.4 (926)	8.3 (379)	1.5 (242)	69.8 (3174)
GREAT LAKES & PLAINS	20.3 (975)	3.5 (167)	5.1 (242)	71.2 (3414)
WEST & SOUTHWEST	6.7 (167)	2.2 (56)	2.0 (49)	89.1 (2212)
SOUTHEAST	6.8 (137)	3.9 (78)	0.6 (11)	88.8 (1796)
BY SIZE OF COMMUNITY				
LARGE CITY	16.3 (802)	2.8 (137)	3.5 (173)	77.5 (3822)
MEDIUM CITY-SUBURBAN	13.4 (270)	7.0 (141)	3.3 (67)	76.3 (1537)
SMALL CITY	19.9 (774)	5.6 (217)	1.8 (70)	72.8 (2839)
RURAL	11.9 (358)	6.2 (185)	2.0 (59)	79.9 (2398)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	14.9 (1549)	5.3 (549)	2.6 (271)	77.2 (8000)
LOW SES	18.8 (656)	3.8 (131)	2.8 (98)	74.6 (2596)

TABLE 3.12 FOR 3rd GRADE: NUMBER AND PERCENT OF ALL SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	16.0% (11331)	5.4% (3799)	5.0% (3574)	73.7% (52328)
BY REGION				
NORTH ATLANTIC	19.1 (3267)	6.5 (1120)	4.4 (752)	70.0 (2014)
GREAT LAKES & PLAINS	12.0 (2875)	3.5 (842)	5.6 (1335)	78.9 (18839)
WEST & SOUTHWEST	16.6 (2727)	5.1 (836)	5.1 (847)	73.2 (12061)
SOUTHEAST	18.2 (2463)	7.4 (1001)	4.7 (640)	69.6 (9415)
BY SIZE OF COMMUNITY				
LARGE CITY	21.8 (3672)	5.5 (923)	5.1 (865)	67.6 (11377)
MEDIUM CITY -SUBURBAN	14.6 (1389)	5.6 (535)	5.5 (518)	74.3 (7045)
SMALL CITY	19.2 (3771)	4.2 (826)	6.7 (1318)	69.9 (13746)
RURAL	10.0 (2500)	6.1 (1515)	3.5 (872)	80.5 (20160)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	17.2 (9832)	5.6 (2883)	5.2 (2703)	72.0 (37296)
LOW SES	12.5 (2399)	4.8 (916)	4.5 (871)	78.2 (15032)

TABLE 3.13 FOR 3rd GRADE: NUMBER AND PERCENT OF PUBLIC SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	17.2% (9810)	5.5% (3143)	5.5% (3165)	71.8% (41100)
BY REGION				
NORTH ATLANTIC	20.5 (2581)	6.4 (803)	5.2 (661)	67.9 (8571)
GREAT LAKES & PLAINS	12.1 (2301)	3.4 (651)	5.8 (1107)	78.8 (15039)
WEST & SOUTHWEST	18.5 (2583)	5.6 (788)	5.6 (775)	70.3 (9829)
SOUTHEAST	20.3 (2344)	7.8 (902)	5.4 (622)	66.5 (7661)
BY SIZE OF COMMUNITY				
LARGE CITY	26.2 (3121)	6.3 (753)	5.5 (654)	62.0 (7393)
MEDIUM CITY -SUBURBAN	16.3 (1221)	5.6 (418)	6.3 (470)	71.8 (5368)
SMALL CITY	19.9 (3138)	4.2 (654)	8.0 (1259)	68.0 (10725)
RURAL	10.6 (2331)	6.0 (1319)	3.6 (782)	79.9 (17615)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	18.8 (7805)	5.8 (2418)	5.8 (2390)	69.6 (28856)
LOW SES	12.7 (2006)	4.6 (725)	4.9 (775)	77.7 (12245)

TABLE 3.14. FOR 3rd GRADE: NUMBER AND PERCENT OF PRIVATE SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	11.0% (1521)	4.8% (656)	3.0% (409)	81.3% (11228)
BY REGION				
NORTH ATLANTIC	15.1 (685)	7.0 (317)	2.0 (90)	75.9 (3443)
GREAT LAKES & PLAINS	12.0 (574)	4.0 (191)	4.8 (228)	79.3 (3800)
WEST & SOUTHWEST	5.7 (143)	2.0 (49)	2.9 (72)	89.4 (2232)
SOUTHEAST	6.0 (119)	5.0 (99)	0.9 (18)	88.2 (1754)
BY SIZE OF COMMUNITY				
LARGE CITY	11.2 (550)	3.5 (170)	4.3 (211)	81.1 (3984)
MEDIUM CITY -SUBURBAN	8.4 (168)	5.8 (118)	2.4 (48)	83.4 (1677)
SMALL CITY	16.3 (633)	4.4 (172)	1.5 (59)	77.8 (3022)
RURAL	5.6 (169)	6.5 (196)	3.0 (90)	84.8 (2545)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	10.9 (1128)	4.5 (465)	3.0 (313)	81.6 (8441)
LOW SES	11.4 (393)	5.5 (191)	2.8 (96)	80.4 (2787)

TABLE 3.15. FOR 4th GRADE: NUMBER AND PERCENT OF ALL SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	9.7% (6709)	4.1% (2856)	4.4% (3021)	81.8% (56543)
BY REGION				
NORTH ATLANTIC	9.8 (1612)	5.4 (886)	4.7 (770)	80.1 (13178)
GREAT LAKES & PLAINS	5.7 (1326)	2.8 (645)	4.3 (996)	87.3 (20440)
WEST & SOUTHWEST	12.5 (2004)	4.1 (660)	5.2 (838)	78.1 (12494)
SOUTHEAST	13.3 (1767)	5.0 (665)	3.1 (416)	78.6 (10432)
BY SIZE OF COMMUNITY				
LARGE CITY	13.8 (2254)	4.3 (700)	4.0 (654)	78.0 (12772)
MEDIUM CITY -SUBURBAN	8.2 (751)	3.7 (335)	4.6 (424)	83.5 (7655)
SMALL CITY	11.6 (2254)	4.2 (818)	5.9 (1149)	78.3 (15202)
RURAL	6.0 (1450)	4.2 (1004)	3.3 (795)	86.6 (20915)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	10.5 (5338)	4.3 (2160)	4.9 (2461)	80.4 (40799)
LOW SES	7.5 (1371)	3.8 (696)	3.1 (560)	85.7 (15744)

TABLE 3.16. FOR 4th GRADE: NUMBER AND PERCENT OF PUBLIC SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	11.3% (6288)	4.0% (2234)	4.9% (2732)	79.7% (44261)
BY REGION				
NORTH ATLANTIC	11.6 (1380)	4.5 (533)	5.8 (697)	78.1 (9317)
GREAT LAKES & PLAINS	6.5 (1217)	2.7 (512)	4.6 (851)	86.2 (16083)
WEST & SOUTHWEST	14.5 (1968)	4.5 (609)	5.7 (779)	75.4 (10258)
SOUTHEAST	15.2 (1723)	5.1 (580)	3.6 (405)	76.1 (8603)
BY SIZE OF COMMUNITY				
LARGE CITY	18.1 (2096)	5.0 (583)	4.6 (529)	72.3 (8358)
MEDIUM CITY-SUBURBAN	10.0 (716)	3.4 (246)	5.4 (388)	81.1 (5804)
SMALL CITY	13.8 (2146)	3.6 (557)	7.1 (1100)	75.6 (11782)
RURAL	6.3 (1330)	4.0 (847)	3.4 (715)	86.4 (18317)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	12.3 (4991)	4.1 (1677)	5.5 (2248)	78.0 (31621)
LOW SES	8.7 (1297)	3.7 (557)	3.2 (484)	84.8 (12640)

TABLE 3.17. FOR 4th GRADE: NUMBER AND PERCENT OF PRIVATE SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	3.1% (421)	4.6% (623)	2.1% (289)	90.2% (12282)
BY REGION				
NORTH ATLANTIC	5.1 (232)	7.8 (353)	1.6 (73)	85.4 (3860)
GREAT LAKES & PLAINS	2.3 (109)	2.8 (134)	3.1 (146)	91.8 (4357)
WEST & SOUTHWEST	1.5 (36)	2.2 (51)	2.5 (59)	93.9 (2236)
SOUTHEAST	2.2 (44)	4.3 (85)	0.6 (11)	92.9 (1829)
BY SIZE OF COMMUNITY				
LARGE CITY	3.3 (158)	2.4 (117)	2.6 (124)	91.7 (4414)
MEDIUM CITY-SUBURBAN	1.7 (35)	4.4 (88)	1.8 (36)	92.1 (1851)
SMALL CITY	2.8 (108)	6.8 (260)	1.3 (49)	89.1 (3420)
RURAL	4.1 (120)	5.3 (157)	2.7 (80)	87.9 (2598)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	3.4 (346)	4.7 (483)	2.1 (212)	89.8 (9178)
LOW SES	2.2 (74)	4.1 (139)	2.2 (76)	91.5 (3104)

TABLE 3.18 FOR 5th GRADE: NUMBER AND PERCENT OF ALL SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	5.9% (3805)	2.9% (1869)	2.7% (1766)	88.5% (57176)
BY REGION				
NORTH ATLANTIC	5.8 (863)	3.1 (462)	2.5 (369)	88.6 (13182)
GREAT LAKES & PLAINS	2.6 (563)	2.2 (480)	1.9 (415)	93.4 (20663)
WEST & SOUTHWEST	8.9 (1349)	2.2 (327)	3.8 (576)	85.2 (12928)
SOUTHEAST	8.3 (1030)	4.8 (601)	3.3 (406)	83.7 (10443)
BY SIZE OF COMMUNITY				
LARGE CITY	9.9 (1555)	1.7 (269)	3.6 (558)	84.8 (13333)
MEDIUM CITY-SUBURBAN	3.9 (323)	2.1 (172)	3.3 (274)	90.8 (7631)
SMALL CITY	6.0 (1073)	2.7 (478)	3.5 (635)	87.8 (15770)
RURAL	3.8 (854)	4.2 (950)	1.3 (299)	90.7 (20442)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	5.9 (2786)	3.4 (1628)	3.1 (1464)	87.6 (38305)
LOW SES	5.9 (1019)	1.4 (241)	1.8 (302)	90.9 (14609)

*Data in this table apply only to schools containing grade 5 and at least one of grades 2, 3, or 4.

TABLE 3.19. FOR 5th GRADE: NUMBER AND PERCENT OF PUBLIC SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	7.0% (3602)	3.2% (1633)	3.2% (1635)	86.6% (44306)
BY REGION				
NORTH ATLANTIC	7.5 (778)	3.4 (352)	3.1 (322)	86.1 (8996)
GREAT LAKES & PLAINS	2.9 (510)	2.4 (409)	2.2 (386)	92.5 (16046)
WEST & SOUTHWEST	10.1 (1295)	2.4 (302)	4.1 (526)	83.5 (10708)
SOUTHEAST	9.7 (1019)	5.4 (570)	3.8 (401)	81.1 (8556)
BY SIZE OF COMMUNITY				
LARGE CITY	12.9 (1421)	2.1 (225)	4.5 (496)	80.5 (8865)
MEDIUM CITY -SUBURBAN	4.6 (294)	1.7 (106)	3.9 (251)	89.8 (5756)
SMALL CITY	7.4 (1045)	3.0 (418)	4.3 (606)	85.4 (12089)
RURAL	4.3 (842)	4.5 (883)	1.4 (282)	89.8 (17597)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	7.1 (2638)	3.9 (1457)	3.7 (1374)	85.3 (31798)
LOW SES	6.9 (964)	1.3 (177)	1.9 (261)	89.9 (12508)

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* Data in this table apply only to schools containing grade 5 and at least one of grades 2, 3, or 4.

TABLE 3.20 FOR 5th GRADE: NUMBER AND PERCENT OF PRIVATE SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	1.5%	1.8%	1.0%	95.8%
	(203)	(236)	(131)	(12870)
BY REGION				
NORTH ATLANTIC	1.9	2.5	1.1	94.5
	(85)	(110)	(47)	(4186)
GREAT LAKES & PLAINS	1.1	1.5	.6	96.8
	(53)	(71)	(29)	(4576)
WEST & SOUTHWEST	2.3	1.1	2.1	94.5
	(54)	(25)	(50)	(2220)
SOUTHEAST	.6	1.6	.3	97.6
	(11)	(31)	(5)	(1887)
BY SIZE OF COMMUNITY				
LARGE CITY	2.9	.9	1.3	94.9
	(135)	(43)	(62)	(4468)
MEDIUM CITY-SUBURBAN	1.4	3.3	1.2	94.1
	(29)	(65)	(23)	(1875)
SMALL CITY	.7	1.6	.8	96.9
	(28)	(60)	(29)	(3681)
RURAL	.4	2.3	.6	96.8
	(12)	(67)	(17)	(2845)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	1.5	1.7	.9	96.0
	(148)	(172)	(90)	(9738)
LOW SES	1.7	2.0	1.3	95.1
	(55)	(65)	(42)	(3132)

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* Data in this table apply only to schools containing grade 5 and at least one of grades 2, 3, or 4.

TABLE 3.21. FOR 6th GRADE: NUMBER AND PERCENT OF ALL SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	4.1% (2367)	2.0% (1176)	1.9% (1067)	92.0% (52914)
BY REGION				
NORTH ATLANTIC	2.4 (324)	3.2 (427)	1.3 (168)	93.1 (12363)
GREAT LAKES & PLAINS	1.9 (377)	1.0 (191)	1.0 (202)	96.2 (19206)
WEST & SOUTHWEST	7.0 (928)	1.8 (236)	2.6 (349)	88.6 (11801)
SOUTHEAST	6.7 (738)	2.9 (321)	3.2 (348)	87.2 (9545)
BY SIZE OF COMMUNITY				
LARGE CITY	5.9 (826)	1.1 (156)	1.7 (239)	91.3 (12971)
MEDIUM CITY -SUBURBAN	2.2 (163)	1.7 (122)	2.3 (166)	93.9 (6925)
SMALL CITY	5.1 (791)	2.5 (378)	2.1 (326)	90.3 (13939)
RURAL	2.8 (586)	2.5 (520)	1.6 (337)	93.0 (19179)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	3.6 (1494)	2.3 (964)	2.2 (917)	91.9 (38305)
LOW SES	5.5 (873)	1.3 (212)	.9 (149)	92.2 (14609)

* Data in this table apply only to schools containing grade 6 and at least one of grades 2, 3, or 4.

TABLE 3.22. FOR 6th GRADE: NUMBER AND PERCENT OF PUBLIC SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	5.0% (2221)	2.2% (958)	2.2% (975)	90.6% (40115)
BY REGION				
NORTH ATLANTIC	2.8 (250)	3.9 (349)	1.7 (148)	91.6 (8137)
GREAT LAKES & PLAINS	2.3 (348)	.9 (143)	1.2 (178)	95.6 (14600)
WEST & SOUTHWEST	8.0 (885)	1.5 (169)	2.8 (306)	87.7 (9682)
SOUTHEAST	8.1 (738)	3.3 (297)	3.8 (343)	84.8 (7696)
BY SIZE OF COMMUNITY				
LARGE CITY	7.7 (728)	1.4 (131)	2.1 (195)	88.9 (8417)
MEDIUM CITY-SUBURBAN	2.7 (145)	1.3 (69)	2.8 (154)	93.2 (5069)
SMALL CITY	6.7 (780)	2.7 (317)	2.7 (313)	87.9 (10242)
RURAL	3.2 (569)	2.5 (441)	1.8 (312)	92.5 (16388)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	4.4 (1385)	2.5 (824)	2.6 (837)	90.4 (28649)
LOW SES	6.7 (839)	1.1 (134)	1.1 (137)	91.2 (11467)

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* Data in this table apply only to schools containing grade 6 and at least one of grades 2, 3, or 4.

TABLE 3.23. FOR 6th GRADE: NUMBER AND PERCENT OF PRIVATE SCHOOLS BY VIEWING CELL FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, BY SES OF COMMUNITY.*

	VIEWING CELL: "WHEN DID THIS SCHOOL USE TEC?"			
	USED BOTH YEARS (71-2 & FALL 72)	USED LAST YEAR ONLY (71-2)	USED THIS YEAR ONLY (FALL 72)	NEVER USED
UNITED STATES	1.1% (146)	1.6% (218)	.7% (92)	96.6% (12799)
BY REGION				
NORTH ATLANTIC	1.7 (74)	1.8 (78)	.5 (20)	96.1 (4226)
GREAT LAKES & PLAINS	.6 (29)	1.0 (47)	.5 (24)	97.9 (4605)
WEST & SOUTHWEST	1.9 (43)	3.0 (68)	1.9 (43)	93.3 (2118)
SOUTHEAST	0 (0)	1.3 (24)	.3 (5)	98.4 (1850)
BY SIZE OF COMMUNITY				
LARGE CITY	2.1 (99)	.5 (25)	.9 (43)	96.4 (4454)
MEDIUM CITY-SUBURBAN	.9 (18)	2.8 (54)	.6 (11)	95.7 (1856)
SMALL CITY	.3 (12)	1.6 (61)	.3 (13)	97.8 (3698)
RURAL	.6 (17)	2.7 (79)	.8 (24)	96.7 (2792)
BY SES OF COMMUNITY				
MIDDLE AND HIGH SES	1.1 (109)	1.4 (78)	.8 (12)	96.7 (9657)
LOW SES	1.1 (37)	2.4 (78)	.4 (12)	96.1 (3142)

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* Data in this table apply only to schools containing grade 6 and at least one of grades 2, 3, or 4.

TABLE 3.24. PERCENT OF SCHOOLS WHICH HAVE EVER USED "THE ELECTRIC COMPANY" BY THREE POINTS IN TIME, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	POINTS IN TIME		
	BY MID-FALL 1971*	BY JUNE 1972**	BY MID-FALL 1972**
UNITED STATES	22.8%	34.6%	40.8%
BY REGION			
NORTH ATLANTIC	28.0	40.6	49.0
GREAT LAKES & PLAINS	21.1	29.3	33.4
WEST AND SOUTHWEST	27.8	34.4	39.9
SOUTHEAST	13.6	36.2	44.3
BY SIZE OF COMMUNITY◆			
LARGE CITY	49.9	51.5	56.9
MEDIUM CITY-SUBURBAN	28.9	36.8	45.8
SMALL CITY	19.8	43.0	46.9
RURAL	13.8	25.0	32.7
BY SES OF COMMUNITY◆			
MIDDLE AND HIGH SES	24.5	39.4	46.2
LOW SES	25.9	30.6	35.7

* Data from the Fall 1971 survey of principals.

** Data from the Fall 1972 survey of principals.

◆ Public schools only.

TABLE 4.1. NUMBER OF TEACHERS BY GRADE LEVEL WHO WERE USING "THE ELECTRIC COMPANY" DURING FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	GRADE LEVEL					
	1st*	2nd	3rd	4th	5th*	6th*
UNITED STATES	24,632	40,474	31,374	18,267	10,035	6,048
BY REGION						
NORTH ATLANTIC	7,543	11,602	9,119	4,531	2,929	1,710
GREAT LAKES & PLAINS	4,987	9,309	6,283	3,411	1,380	662
WEST AND SOUTHWEST	6,087	9,237	6,353	4,776	2,863	1,976
SOUTHEAST	6,014	10,327	9,619	5,550	2,864	1,700
BY SIZE OF COMMUNITY						
LARGE CITY	6,886	11,246	9,373	5,785	3,819	2,244
MEDIUM CITY	3,647	5,810	4,397	2,186	1,237	1,099
SMALL CITY	8,114	12,991	8,889	5,261	2,448	1,278
OTHER	5,985	10,427	8,716	5,035	2,532	1,426
BY SES OF COMMUNITY						
MIDDLE AND HIGH SES	18,703	31,786	24,673	15,442	8,246	5,017
LOW SES	5,929	8,688	6,701	2,825	1,790	1,031

* Applies only to schools also containing at least one of grades 2, 3, or 4.

TABLE 4.2. PERCENT OF TEACHERS BY GRADE LEVEL WHO WERE USING "THE ELECTRIC COMPANY" DURING FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	GRADE LEVEL					
	1st*	2nd	3rd	4th	5th*	6th*
UNITED STATES	14.4%	24.2%	18.3%	11.0%	6.2%	4.5%
BY REGION						
NORTH ATLANTIC	16.9	26.5	21.0	10.7	7.3	5.3
GREAT LAKES & PLAINS	9.6	18.3	12.1	6.5	2.6	1.4
WEST AND SOUTHWEST	14.7	23.0	15.0	12.6	7.5	5.9
SOUTHEAST	18.1	31.8	28.7	16.9	9.6	7.7
BY SIZE OF COMMUNITY						
LARGE CITY	14.2	24.5	20.3	13.0	8.7	6.6
MEDIUM CITY-SUBURBAN	15.8	24.9	18.4	9.2	5.3	5.3
SMALL CITY	17.4	28.0	18.6	10.8	5.2	3.3
RURAL	11.4	20.1	16.2	10.3	5.5	3.6
BY SES OF COMMUNITY						
MIDDLE AND HIGH SES	15.1	25.8	19.4	12.4	6.8	4.9
LOW SES	12.7	19.6	15.1	6.7	4.6	3.3

* Applies only to schools also containing at least one of grades 2, 3, or 4.

TABLE 4.3. NUMBER OF PUPILS IN THOUSANDS WHO WERE VIEWING "THE ELECTRIC COMPANY" IN SCHOOL DURING FALL OF 1972, AND PERCENT OF ALL VIEWING PUPILS WITHIN EACH REGION, SIZE OF COMMUNITY STRATUM, AND SES OF COMMUNITY STRATUM.

	VIEWING PUPILS* (In Thousands)	DISTRIBUTION AS A PERCENT OF ALL IN-SCHOOL VIEWERS
UNITED STATES	2,797	100.0%
BY REGION		
NORTH ATLANTIC	847	30.3
GREAT LAKES & PLAINS	532	19.0
WEST AND SOUTHWEST	620	22.2
SOUTHEAST	796	28.5
BY SIZE OF COMMUNITY		
LARGE CITY	911	32.6
MEDIUM CITY-SUBURBAN	476	17.0
SMALL CITY	770	27.5
RURAL	639	22.8
BY SES OF COMMUNITY		
MIDDLE AND HIGH SES	2,244	80.2
LOW SES	553	24.3

*All figures pertain to pupils in schools containing grades 2, 3, or 4, and to grade levels 1 through 6 in such schools.

TABLE 4.4. NUMBER OF PUPILS IN THOUSANDS BY GRADE LEVEL WHO WERE VIEWING "THE ELECTRIC COMPANY" IN SCHOOL DURING FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	GRADE LEVEL					
	1st*	2nd	3rd	4th	5th*	6th*
UNITED STATES	517	846	693	384	219	138
BY REGION						
NORTH ATLANTIC	179	249	217	96	63	43
GREAT LAKES & PLAINS	97	196	128	73	29	9
WEST AND SOUTHWEST	116	188	134	91	51	40
SOUTHEAST	125	212	214	123	76	46
BY SIZE OF COMMUNITY						
LARGE CITY	152	260	227	132	85	55
MEDIUM CITY-SUBURBAN	98	150	108	56	29	35
SMALL CITY	150	248	179	104	59	30
RURAL	118	188	180	91	45	17
BY SES OF COMMUNITY						
MIDDLE AND HIGH SES	406	675	548	319	176	120
LOW SES	111	171	146	64	43	18

* Applies only to schools also containing at least one of grades 2, 3, or 4.

TABLE 4.5. PERCENT OF PUPILS BY GRADE LEVEL WHO WERE VIEWING "THE ELECTRIC COMPANY" IN SCHOOL DURING FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	GRADE LEVEL					
	1st*	2nd	3rd	4th	5th*	6th*
UNITED STATES	14.0%	22.4%	17.7%	9.7%	5.8%	4.4%
BY REGION						
NORTH ATLANTIC	20.0	27.0	23.0	10.4	7.2	6.2
GREAT LAKES & PLAINS	8.1	16.0	10.0	5.5	2.3	0.7
WEST AND SOUTHWEST	14.0	22.0	14.9	10.7	6.0	5.4
SOUTHEAST	16.3	27.7	26.6	14.6	9.8	8.1
BY SIZE OF COMMUNITY						
LARGE CITY	14.6	24.3	20.8	12.2	8.3	6.6
MEDIUM CITY-SUBURBAN	19.4	28.7	20.1	10.5	5.4	7.8
SMALL CITY	14.5	23.8	16.4	9.1	5.5	3.3
RURAL	10.6	16.5	14.9	7.7	4.0	1.9
BY SES OF COMMUNITY						
MIDDLE AND HIGH SES	15.0	24.0	18.7	10.6	6.0	4.9
LOW SES	11.4	17.7	14.7	6.9	4.9	2.6

* Applies only to schools also containing at least one of grades 2, 3, or 4.

TABLE 4.6. NUMBER OF TARGET PUPILS IN THOUSANDS BY GRADE LEVEL WHO WERE VIEWING "THE ELECTRIC COMPANY" IN SCHOOL DURING FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	GRADE LEVEL					
	1st*	2nd	3rd	4th	5th*	6th*
UNITED STATES	108	225	186	93	50	23
BY REGION						
NORTH ATLANTIC	31	51	54	12	5	4
GREAT LAKES & PLAINS	25	53	35	21	11	3
WEST AND SOUTHWEST	26	58	43	26	16	9
SOUTHEAST	26	63	55	33	17	8
BY SIZE OF COMMUNITY						
LARGE CITY	48	77	78	40	28	12
MEDIUM CITY-SUBURBAN	9	28	20	7	3	1
SMALL CITY	32	75	38	20	5	5
RURAL	19	46	51	26	14	5
BY SES OF COMMUNITY						
MIDDLE AND HIGH SES	87	182	145	75	38	19
LOW SES	22	43	40	18	12	4

* Applies only to schools also containing at least one of grades 2, 3, or 4.

TABLE 4.7. PERCENT OF TARGET PUPILS BY GRADE LEVEL WHO WERE VIEWING "THE ELECTRIC COMPANY" IN SCHOOL DURING FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	GRADE LEVEL					
	1st*	2nd	3rd	4th	5th*	6th*
UNITED STATES	16.4%	26.4%	20.9%	10.3%	6.1%	3.6%
BY REGION						
NORTH ATLANTIC	23.4	31.0	29.7	8.3	4.2	3.9
GREAT LAKES & PLAINS	13.2	21.6	13.9	7.5	4.1	1.1
WEST AND SOUTHWEST	18.5	30.5	22.6	15.2	9.7	6.5
SOUTHEAST	13.5	25.2	20.4	10.9	6.5	4.6
BY SIZE OF COMMUNITY						
LARGE CITY	24.4	32.2	32.7	16.9	12.5	8.6
MEDIUM CITY-SUBURBAN	15.0	34.5	23.8	7.6	2.6	1.9
SMALL CITY	17.1	32.0	16.7	7.6	2.3	2.4
RURAL	8.8	15.4	14.7	8.3	5.3	2.4
BY SES OF COMMUNITY						
MIDDLE AND HIGH SES	18.2	31.7	24.2	12.0	6.6	4.4
LOW SES	11.9	15.5	14.1	6.4	4.9	2.1

* Applies only to schools also containing at least one of grades 2, 3, or 4.

TABLE 4.8. NUMBER OF TARGET PUPILS IN THOUSANDS AND BY GRADE LEVEL, FOR THE UNITED STATES AND BY FALL 1972 SCHOOL USER STATUS.

FALL 1972 USER STATUS	GRADE LEVEL					
	1*	2	3	4	5*	6*
CURRENTLY USING	326	396	407	370	298	222
CURRENTLY NOT USING	333	454	483	533	527	414
UNITED STATES	659	851	889	903	825	636

* Grades 1, 5, 6 in those schools also having at least one of grades 2, 3, 4.

TABLE 4.9. PERCENT OF ALL PUPILS WHO WERE TARGET PUPILS BY GRADE LEVEL, FOR THE UNITED STATES AND BY FALL 1972 SCHOOL USER STATUS.

FALL 1972 USER STATUS	GRADE LEVEL					
	1*	2	3	4	5*	6*
CURRENTLY USING "THE ELECTRIC COMPANY"	23.4	27.9	27.4	26.5	23.1	21.2
CURRENTLY NOT USING "THE ELECTRIC COMPANY"	14.5	19.3	19.8	20.9	21.1	19.8
UNITED STATES	17.9	22.6	22.7	22.9	21.8	20.3

* Grades 1, 5, 6 in those schools also having at least one of grades 2, 3, 4.

TABLE 4.10. PERCENT OF VIEWING PUPILS WHO WERE TARGET PUPILS BY GRADE LEVEL, FALL OF 1972, FOR THE UNITED STATES.

	GRADE LEVEL					
	1*	2	3	4	5*	6*
UNITED STATES	21.0	26.6	26.9	24.2	22.8	16.9

* Grades 1, 5, 6 in those schools also having at least one of grades 2, 3, 4.

TABLE 4.11. NUMBER OF PUPILS IN THOUSANDS FROM FAMILIES WITH ANNUAL INCOMES UNDER $5000, BY GRADE LEVEL, FOR THE UNITED STATES, AND BY FALL 1972 SCHOOL USER STATUS.

FALL 1972 USER STATUS	GRADE LEVEL					
	1*	2	3	4	5*	6*
CURRENTLY USING	273	269	277	258	195	145
CURRENTLY NOT USING	318	320	325	357	344	275
UNITED STATES	592	589	602	614	540	420

* Grades 1, 5, 6 in those schools also having at least one of grades 2, 3, 4.

TABLE 4.12. PERCENT OF ALL PUPILS WHO WERE FROM FAMILIES WITH ANNUAL INCOMES UNDER $5000, BY GRADE LEVEL, FOR THE UNITED STATES, AND BY FALL 1972 SCHOOL USER STATUS.

FALL 1972 USER STATUS	GRADE LEVEL					
	1*	2	3	4	5*	6*
CURRENTLY USING "THE ELECTRIC COMPANY"	19.7	18.9	18.7	18.5	15.1	13.9
CURRENTLY NOT USING "THE ELECTRIC COMPANY"	13.9	13.6	13.3	13.9	13.8	13.2
UNITED STATES	16.1	15.6	15.3	15.6	14.2	13.4

* Grades 1, 5, 6 for schools having at least one of grades 2, 3, 4.

TABLE 4.13. NUMBER OF VIEWING PUPILS WHO WERE FROM FAMILIES WITH ANNUAL INCOMES UNDER $5000, FALL OF 1972, BY GRADE LEVEL AND FOR THE UNITED STATES.

	GRADE LEVEL					
	1*	2	3	4	5*	6*
UNITED STATES	79	142	130	67	38	17

* Grades 1, 5, 6 in those schools also having at least one of grades 2, 3, 4.

TABLE 4.14. PERCENT OF VIEWING PUPILS WHO WERE FROM FAMILIES WITH ANNUAL INCOMES UNDER $5000, FALL OF 1972, BY GRADE LEVEL AND FOR THE UNITED STATES.

	GRADE LEVEL					
	1*	2	3	4	5*	6*
UNITED STATES	15.3	16.8	18.8	17.4	17.5	12.2

* Grades 1, 5, 6 in those schools also having at least one of grades 2, 3, 4.

TABLE 5.1. NUMBER OF TV SETS IN THOUSANDS AVAILABLE TO GRADES 2 THROUGH 4 LAST YEAR (1971-2), BY VIEWING CELL.

VIEWING CELL	TV SETS
USED BOTH YEARS	91
USED THIS YEAR ONLY	10
USED LAST YEAR ONLY	14
NEVER USED	67
UNITED STATES	181

TABLE 5.2. NUMBER OF PUPILS IN GRADES 2, 3, 4 THIS YEAR (1972-3) PER TV SET AVAILABLE LAST YEAR, BY VIEWING CELL.

VIEWING CELL	PUPILS PER TV SET
USED BOTH YEARS	40.2
USED THIS YEAR ONLY	66.9
USED LAST YEAR ONLY	52.2
NEVER USED	99.5
UNITED STATES	64.4

TABLE 5.3 NUMBER OF TV SETS IN THOUSANDS AVAILABLE TO GRADES 2 THROUGH 4 THIS YEAR (1972-3), BY VIEWING CELL.

VIEWING CELL	TV SETS
USED BOTH YEARS	95
USED THIS YEAR ONLY	16
USED LAST YEAR ONLY	14
NEVER USED	70
UNITED STATES	194

TABLE 5.4 NUMBER OF PUPILS IN GRADES 2, 3, 4 THIS YEAR (1972-3) PER TV SET AVAILABLE THIS YEAR, BY VIEWING CELL.

VIEWING CELL	PUPILS PER TV SET
USED BOTH YEARS	38.6
USED THIS YEAR ONLY	40.9
USED LAST YEAR ONLY	50.2
NEVER USED	95.1
UNITED STATES	59.9

TABLE 5.5. NUMBER AND PERCENT OF TV SETS AVAILABLE TO GRADES 2 THROUGH 4 THIS YEAR (1972-3) WHICH ARE MOBILE AND WHICH ARE STATIONARY, BY VIEWING CELL.

VIEWING CELL	MOBILE TV SETS*	STATIONARY TV SETS*	TOTAL*
USED BOTH YEARS	81% (77)	19% (18)	100% (95)
USED THIS YEAR ONLY	56% (9)	44% (7)	100% (16)
USED LAST YEAR ONLY	79% (11)	21% (3)	100% (14)
NEVER USED	84% (59)	16% (11)	100% (70)
UNITED STATES	80% (155)	20% (39)	100% (194)

* The number of TV sets, within parentheses, is in thousands.

TABLE 5.6. NUMBER AND PERCENT OF SCHOOL REPORTING USING TV SETS AT OR NEAR CAPACITY, FALL OF 1972, BY VIEWING CELL.

VIEWING CELL	NUMBER	PERCENT
USED BOTH YEARS	11,995	62.0
USED THIS YEAR ONLY	1,499	42.9
USED LAST YEAR ONLY	1,083	31.3
NEVER USED	5,719	26.6
UNITED STATES	20,297	42.5

TABLE 5.7. NUMBER AND PERCENT OF SCHOOLS REPORTING IN FALL 1972 A NEED FOR ADDITIONAL TV SETS, BY VIEWING CELL.

VIEWING CELL	NUMBER	PERCENT
USED BOTH YEARS	8,665	44.4
USED THIS YEAR ONLY	1,484	41.6
USED LAST YEAR ONLY	1,564	41.6
NEVER USED	29,843	75.4
UNITED STATES	41,556	62.6

TABLE 5.8. NUMBER OF ADDITIONAL TV SETS IN THOUSANDS REQUIRED FOR FALL 1972 BY THOSE SCHOOLS REPORTING IN TABLE 5.7, BY VIEWING CELL.

VIEWING CELL	NUMBER OF ADDITIONAL TV SETS
USED BOTH YEARS	33
USED THIS YEAR ONLY	6
USED LAST YEAR ONLY	7
NEVER USED	153
UNITED STATES	199

TABLE 5.9. NUMBER OF PUPILS ENROLLED IN GRADES 2, 3, 4 DURING FALL 1972 PER ADDITIONAL TV SET REQUIRED , BY VIEWING CELL.

VIEWING CELL	PUPILS PER ADDITIONAL TV SET
USED BOTH YEARS	50.5
USED THIS YEAR ONLY	38.5
USED LAST YEAR ONLY	35.5
NEVER USED	30.3
UNITED STATES	34.1

TABLE 5.10 NUMBER AND PERCENT OF SCHOOLS NOT USING "THE ELECTRIC COMPANY" DURING FALL 1972 REPORTING SOME TECHNICAL DIFFICULTY* WHICH RENDERS THE SCHOOL UNABLE TO USE THE SERIES, FOR UNITED STATES.

	NUMBER	PERCENT
UNITED STATES	29,732	61.6

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*At least one of the following; zero TV sets available to grades 2 through 4; "The Electric Company" not broadcast during school hours; unable to receive channel; or receive channel with insufficient quality to permit viewing.

TABLE 5.11. OF THE SCHOOLS REPORTING SOME TECHNICAL DIFFICULTY IN TABLE 5.10, THE NUMBER AND PERCENT REPORTING EACH TYPE OF DIFFICULTY.

TYPE OF DIFFICULTY*	NUMBER	PERCENT**	ADJUSTED PERCENT***
1. ZERO TV SETS CURRENTLY AVAILABLE TO GRADES 2, 3, 4.	19,519	66.9	66.9
2. "THE ELECTRIC COMPANY" IS NOT BROADCAST DURING SCHOOL HOURS.	7,042	23.5	22.0
3. THE CHANNEL CANNOT BE RECEIVED, OR RECEPTION IS TOO POOR TO PERMIT VIEWING.	3,718	11.9	11.1
TOTALS	30,279	102.3	100.0

* Respondents were instructed to by-pass (not answer) items 2 and 3 if, in answer to item 1 they indicated that the school had no TV sets available. Similarly, respondents were instructed to by-pass item 3 if, in answer to item 2, they indicated that "The Electric Company" was not being broadcast during school hours.

** Does not sum to 100.0% because a few respondents overlooked the instructions noted above and checked more than one incapacitating difficulty.

*** Adjusted to equal 100.0% by reducing the percent having difficulties 2 and 3 to .935 of the reported percent.

TABLE 5.12. NUMBER AND PERCENT OF ALL SCHOOLS TUNED IN, TUNED OUT, AND BLACKED OUT IN FALL OF 1972, AND PERCENT OF TECHNICALLY CAPABLE SCHOOLS TUNED IN AND TUNED OUT, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	TUNED IN		TUNED OUT		BLACKED OUT*
	PERCENT OF ALL	PERCENT OF CAPABLE	PERCENT OF ALL	PERCENT OF CAPABLE	PERCENT OF ALL
UNITED STATES	34.8% (25735)	58.1%	25.1% (18569)	41.9%	40.2% (29732)
BY REGION					
NORTH ATLANTIC	42.6 (7568)	58.2	30.6 (5429)	41.8	26.9 (4777)
GREAT LAKES & PLAINS	26.2 (6687)	50.4	26.3 (6568)	49.6	46.9 (11696)
WEST AND SOUTHWEST	34.5 (5891)	59.0	24.0 (4097)	41.0	41.5 (7077)
SOUTHEAST	39.2 (5590)	69.3	17.4 (2477)	30.7	43.4 (6182)
BY SIZE OF COMMUNITY					
LARGE CITY	42.4 (7297)	56.7	32.3 (5565)	43.3	25.3 (4348)
MEDIUM CITY-SUBURBAN	35.8 (3571)	48.3	38.4 (3827)	51.7	25.8 (2577)
SMALL CITY	37.7 (7732)	63.5	21.6 (4436)	36.5	40.7 (8341)
RURAL	27.1 (7134)	60.2	17.9 (4724)	39.8	55.0 (14466)
BY SES OF COMMUNITY					
MIDDLE AND HIGH SES	36.7 (19735)	59.5	25.0 (13446)	40.5	38.3 (20593)
LOW SES	29.7 (6000)	54.2	25.1 (5063)	45.8	45.2 (9139)

* Blacked out schools are those reporting an incapacitating technical difficulty (see Tables 5.10 and 5.11).

TABLE 5.13. PERCENT OF TECHNICALLY CAPABLE SCHOOLS TUNED IN DURING FALL OF 1971 AND DURING FALL OF 1972, FOR THE UNITED STATES AND BY REGION, BY SIZE OF COMMUNITY, AND BY SES OF COMMUNITY.

	FALL OF 1971	FALL OF 1972
UNITED STATES	44.4%	58.1%
BY REGION		
NORTH ATLANTIC	46.9	58.2
GREAT LAKES & PLAINS	38.6	50.2
WEST AND SOUTHWEST	55.9	59.0
SOUTHEAST	37.8	69.3
BY SIZE OF COMMUNITY*		
LARGE CITY	70.4	61.9
MEDIUM CITY-SUBURBAN	40.4	48.3
SMALL CITY	48.1	65.3
RURAL	39.1	60.7
BY SES OF COMMUNITY*		
MIDDLE AND HIGH SES	47.9	61.6
LOW SES	48.9	55.6

* Public schools only.

TABLE 6.1. NUMBER AND PERCENT OF SCHOOLS REPORTING VARIOUS REASONS FOR NOT USING "THE ELECTRIC COMPANY" DURING THE 1971-2 SCHOOL YEAR, FOR SCHOOLS IN THE UNITED STATES FIRST USING THE SERIES IN FALL 1972.

	NUMBER	PERCENT
1. "THE ELECTRIC COMPANY" WAS NOT BROADCAST DURING SCHOOL HOURS IN THIS AREA.	689	19.3
2. WE HAD TOO FEW TV SETS LAST YEAR.	835	23.4
3. THE QUALITY OF THE RECEPTION ON OUR TV SETS WAS TOO POOR TO PERMIT VIEWING.	615	17.3
4. WE NEEDED TO FIND OUT IF THE PROGRAM WOULD BE ACCEPTABLE TO SCHOOL OFFICIALS.	117	3.3
5. LAST YEAR'S TEACHERS WERE NOT AS INTERESTED IN THE PROGRAM AS ARE SOME OF OUR NEW TEACHERS.	484	13.6
6. THE COMPOSITION OF OUR STUDENT BODY HAS CHANGED SO WE NOW HAVE MORE PUPILS IN NEED OF THE PROGRAM.	268	7.5
7. WE NEEDED TIME TO RE-ARRANGE OUR SCHEDULE SO THE PROGRAM COULD BE FITTED IN.	521	14.6
8. WE NEEDED ADDITIONAL INFORMATION ABOUT THE PROGRAM BEFORE ADOPTING IT.	319	9.0
9. OTHER REASONS LISTED BY THE SCHOOL.	1,033	29.0

TABLE 6.2. NUMBER AND PERCENT OF SCHOOLS REPORTING VARIOUS REASONS FOR NOT USING "THE ELECTRIC COMPANY," FOR SCHOOLS IN THE UNITED STATES NOT USING THE SERIES DURING FALL OF 1972.

	UNITED STATES	
	NUMBER	PERCENT
1. THE CONTENT OF "THE ELECTRIC COMPANY" IS NOT APPROPRIATE FOR OUR NEEDS.	2,028	4.3
2. THE MANNER IN WHICH INSTRUCTION IS PRESENTED ON "THE ELECTRIC COMPANY" IS UNDESIRABLE.	720	1.5
3. OUR PUPILS CANNOT IDENTIFY WITH THE CHARACTERS ON "THE ELECTRIC COMPANY."	565	1.2
4. PARENTS OBJECTED TO THE USE OF "THE ELECTRIC COMPANY" IN THIS SCHOOL.	418	0.9
5. SCHEDULING CONFLICTS MAKE VIEWING OF "THE ELECTRIC COMPANY" DIFFICULT.	11,522	24.5
6. "THE ELECTRIC COMPANY" WOULD NOT BE AS EFFECTIVE AS OUR REGULAR READING PROGRAM.	4,621	9.8
7. THIS YEAR OUR SCHOOL BEGAN AN EXPERIMENTAL INSTRUCTIONAL PROGRAM IN WHICH "THE ELECTRIC COMPANY" WOULD BE INAPPROPRIATE.	268	0.6
8. OUR TEACHERS LACK SUFFICIENT EXPERIENCE TO UTILIZE A TV APPROACH TO THE TEACHING OF READING.	5,661	12.0
9. OTHER REASONS LISTED BY THE SCHOOL.	12,364	26.3

TABLE 6.3. NUMBER AND PERCENT OF TECHNICALLY CAPABLE SCHOOLS REPORTING VARIOUS REASONS FOR NOT USING "THE ELECTRIC COMPANY," FOR SCHOOLS IN THE UNITED STATES NOT USING THE SERIES DURING FALL OF 1972.

	UNITED STATES	
	NUMBER	PERCENT
1. THE CONTENT OF "THE ELECTRIC COMPANY" IS NOT APPROPRIATE FOR OUR NEEDS.	1,041	6.0
2. THE MANNER IN WHICH INSTRUCTION IS PRESENTED ON "THE ELECTRIC COMPANY" IS UNDESIRABLE.	494	2.9
3. OUR PUPILS CANNOT IDENTIFY WITH THE CHARACTERS ON "THE ELECTRIC COMPANY."	280	1.6
4. PARENTS OBJECTED TO THE USE OF "THE ELECTRIC COMPANY" IN THIS SCHOOL.	266	1.5
5. SCHEDULING CONFLICTS MAKE VIEWING OF "THE ELECTRIC COMPANY" DIFFICULT.	5,990	34.8
6. "THE ELECTRIC COMPANY" WOULD NOT BE AS EFFECTIVE AS OUR REGULAR READING PROGRAM.	2,501	14.5
7. THIS YEAR OUR SCHOOL BEGAN AN EXPERIMENTAL INSTRUCTIONAL PROGRAM IN WHICH "THE ELECTRIC COMPANY" WOULD BE INAPPROPRIATE.	158	0.9
8. OUR TEACHERS LACK SUFFICIENT EXPERIENCE TO UTILIZE A TV APPROACH TO THE TEACHING OF READING.	2,179	12.7
9. OTHER REASONS LISTED BY THE SCHOOL.	5,781	33.6

TABLE 6.4. NUMBER AND PERCENT OF SCHOOLS REPORTING VARIOUS RECOMMENDATIONS CONCERNING VIEWING BY CHILDREN LEARNING HOW TO READ, FOR SCHOOLS IN THE UNITED STATES NOT USING THE SERIES DURING FALL 1972.

	UNITED STATES	
	NUMBER	PERCENT
1. NOT VIEW THE PROGRAM AT ALL.	538	1.6
2. VIEW THE PROGRAM AT HOME, BUT NOT AT SCHOOL.	6,786	19.8
3. VIEW THE PROGRAM AT SCHOOL, BUT NOT AT HOME.	165	0.5
4. VIEW THE PROGRAM BOTH AT SCHOOL AND AT HOME.	17,787	51.0
5. NO OPINION	9,015	26.3

TABLE 6.5. NUMBER AND PERCENT OF TECHNICALLY CAPABLE SCHOOLS REPORTING VARIOUS RECOMMENDATIONS CONCERNING VIEWING BY CHILDREN LEARNING HOW TO READ, FOR SCHOOLS IN THE UNITED STATES NOT USING THE SERIES DURING FALL OF 1972.

	UNITED STATES	
	NUMBER	PERCENT
1. NOT VIEW THE PROGRAM AT ALL	477	3.6
2. VIEW THE PROGRAM AT HOME, BUT NOT AT SCHOOL.	3,735	27.8
3. VIEW THE PROGRAM AT SCHOOL, BUT NOT AT HOME.	31	0.2
4. VIEW THE PROGRAM BOTH AT SCHOOL AND AT HOME.	7,087	52.8
5. NO OPINION.	2,082	15.5

TABLE 6.6. NUMBER AND PERCENT OF SCHOOLS REPORTING VARIOUS ASSESSMENTS OF THE TYPE OF PUPILS FOR WHOM "THE ELECTRIC COMPANY" IS OR HAS BEEN MOST USEFUL FOR THE TEACHING OF BASIC READING SKILLS, FOR THE UNITED STATES AND BY FALL 1972 SCHOOL USER STATUS.

	FALL 1972 SCHOOL USER STATUS				TOTAL	
	CURRENTLY USING		USED LAST YEAR ONLY*			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS HAVING GREAT DIFFICULTY WITH READING.	7,116	31.3	1,282	36.9	8,397	32.0
2. PUPILS MAKING NORMAL READING PROGRESS.	5,153	22.7	584	16.8	5,737	21.9
3. PUPILS ABOVE AVERAGE IN READING SKILLS.	229	1.0	46	1.3	275	1.0
4. EQUALLY USEFUL FOR ALL TYPES OF PUPILS.	10,047	44.2	1,394	40.2	11,441	43.6
5. NOT VERY USEFUL FOR ANY TYPE OF PUPIL.	200	0.9	165	4.8	365	1.4

* This question was not asked of principals in schools where "The Electric Company had never been used. The "used last year only" user status therefore includes only the Fall 1972 non-users which had used the series during the previous school year.

TABLE 6.7. NUMBER AND PERCENT OF SCHOOLS REPORTING VARIOUS VIEWS OF THE GRADE LEVEL(S) FOR WHICH "THE ELECTRIC COMPANY" WOULD BE MOST APPROPRIATE AS AN INSTRUCTIONAL AID, BY FALL 1972 SCHOOL USER STATUS.

	FALL 1972 SCHOOL USER STATUS				TOTAL	
	CURRENTLY USING		CURRENTLY NOT USING			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
KINDERGARTEN	4,024	17.3	8,814	21.3	12,839	19.8
GRADE 1	11,949	51.4	13,179	31.8	25,128	38.8
GRADE 2	19,764	85.0	15,704	37.9	35,467	54.8
GRADE 3	16,976	73.0	15,003	36.2	31,979	49.4
GRADE 4	8,988	38.6	7,586	18.3	16,573	25.6
GRADE 5	3,654	15.7	3,379	8.2	7,033	10.9
GRADE 6	2,044	8.8	2,443	5.9	4,487	6.9
GRADE 7	99	0.4	802	1.9	902	1.4
GRADE 8	99	0.4	802	1.9	902	1.4
NONE OF THE ABOVE	106	0.5	19	-	125	0.2
NO OPINION	729	3.1	10,155	24.5	10,884	16.8

TABLE 7.1. NUMBER OF SCHOOLS REPORTING WHO MADE THE DECISION TO USE OR NOT TO USE "THE ELECTRIC COMPANY" FOR IN-SCHOOL VIEWING, FOR THE UNITED STATES AND BY VIEWING CELL.

	USED BOTH YEARS	USED THIS YEAR ONLY	USED LAST YEAR ONLY	NEVER USED	UNITED STATES
1. INDIVIDUAL TEACHERS DECIDED FOR THEIR OWN PUPILS.	17,748	2,734	1,886	6.776	29.144
2. A GROUP OF TEACHERS DECIDED FOR THE WHOLE SCHOOL.	201	294	117	310	923
3. THE SCHOOL PRINCIPAL DECIDED.	857	148	284	507	1.797
4. THE SCHOOL BOARD DECIDED.	55	6	0	241	302
5. A PERSON IN AN EDUCATIONAL ADMINISTRATIVE POSITION OUTSIDE THIS SCHOOL DECIDED.	30	41	43	1,208	1,322
6. OTHER ANSWERS LISTED BY THE SCHOOL.	809	153	1,267	16,658	18,887

TABLE 7.2. PERCENT OF SCHOOLS REPORTING WHO MADE THE DECISION TO USE OR NOT TO USE "THE ELECTRIC COMPANY" FOR IN-SCHOOL VIEWING, FOR THE UNITED STATES AND BY VIEWING CELL.

	USED BOTH YEARS	USED THIS YEAR ONLY	USED LAST YEAR ONLY	NEVER USED	UNITED STATES
1. INDIVIDUAL TEACHERS DECIDED FOR THEIR OWN PUPILS.	90.1	81.0	52.4	26.4	55.6
2. A GROUP OF TEACHERS DECIDED FOR THE WHOLE SCHOOL.	1.0	8.7	3.3	1.2	1.8
3. THE SCHOOL PRINCIPAL DECIDED.	4.4	4.4	7.9	2.0	3.4
4. THE SCHOOL BOARD DECIDED.	0.3	0.2	0.0	0.9	0.6
5. A PERSON IN AN EDUCATIONAL ADMINISTRATIVE POSITION OUTSIDE THIS SCHOOL DECIDED	0.2	1.2	1.2	4.7	2.5
6. OTHER ANSWERS LISTED BY THE SCHOOL.	4.1	4.5	35.2	64.8	36.1

TABLE 7.3. NUMBER AND PERCENT OF TECHNICALLY CAPABLE SCHOOLS REPORTING WHO MADE THE DECISION NOT TO USE "THE ELECTRIC COMPANY" FOR IN-SCHOOL VIEWING, FOR SCHOOLS IN THE UNITED STATES NOT USING THE SERIES DURING FALL OF 1972 AND SEPERATELY FOR NON-USING SCHOOLS WHICH HAD USED THE SERIES THE PREVIOUS YEAR AND FOR NON-USING SCHOOLS WHICH HAD NEVER USED THE SERIES.

	USED LAST YEAR ONLY		NEVER USED		UNITED STATES	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. INDIVIDUAL TEACHERS DECIDED FOR THEIR PUPILS.	1,525	61.3	4,495	49.3	6,020	51.9
2. A GROUP OF TEACHERS DECIDED FOR THE WHOLE SCHOOL.	91	3.7	0	0.0	91	0.8
3. THE SCHOOL PRINCIPAL DECIDED.	204	8.2	9	0.1	213	1.8
4. THE SCHOOL BOARD DECIDED.	0	0.0	0	0.0	0	0.0
5. A PERSON IN AN EDUCATIONAL ADM. POSITION OUTSIDE THIS SCHOOL DECIDED.	37	1.5	15	0.2	52	0.4
6. OTHER ANSWERS LISTED BY THE SCHOOL.	630	25.3	4,597	50.4	5,227	45.0

TABLE 7.4. NUMBER AND PERCENT OF SCHOOLS REPORTING THREE CATEGORIES OF EVALUATIONS OF "THE ELECTRIC COMPANY" WHICH PRINCIPALS HAVE RECEIVED FROM CENTRAL OFFICE PERSONNEL, FOR THE UNITED STATES AND BY VIEWING CELL.

	EVALUATION BY CENTRAL OFFICE PERSONNEL					
	POSITIVE		NEGATIVE		NONE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. USED BOTH YEARS	10,511	58.8	448	2.5	6,908	38.7
2. USED THIS YEAR ONLY	1,292	38.9	0	0.0	2,030	61.1
3. USED LAST YEAR ONLY	918	27.2	16	0.5	2,442	72.3
4. NEVER USED	8,353	21.6	454	1.2	29,922	77.3
UNITED STATES	21,073	33.3	918	1.5	41,302	65.3

TABLE 7.5. NUMBER AND PERCENT OF SCHOOLS REPORTING THREE CATEGORIES OF EVALUATIONS OF "THE ELECTRIC COMPANY" WHICH PRINCIPALS HAVE RECEIVED FROM EDUCATORS IN OTHER SCHOOLS, FOR THE UNITED STATES AND BY VIEWING CELL.

	EVALUATION BY EDUCATORS					
	POSITIVE		NEGATIVE		NONE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. USED BOTH YEARS	14,113	78.4	209	1.2	3,683	20.5
2. USED THIS YEAR ONLY	2,144	64.5	0	0.0	1,182	35.5
3. USED LAST YEAR ONLY	1,923	55.3	126	3.6	1,429	41.1
4. NEVER USED	15,925	39.4	236	0.6	24,228	60.0
UNITED STATES	34,106	52.3	571	0.9	30,522	46.8

TABLE 7.6. NUMBER AND PERCENT OF SCHOOLS REPORTING THREE CATEGORIES OF EVALUATIONS OF "THE ELECTRIC COMPANY" WHICH PRINCIPALS HAVE RECEIVED FROM TEACHERS IN THE RESPONDENT'S SCHOOL, FOR THE UNITED STATES AND BY VIEWING CELL.

	EVALUATION BY TEACHERS					
	POSITIVE		NEGATIVE		NONE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. USED BOTH YEARS	19,143	98.2	82	0.4	267	1.4
2. USED THIS YEAR ONLY	3,213	93.7	7	0.2	209	6.1
3. USED LAST YEAR ONLY	3,172	86.4	285	7.8	215	5.9
4. NEVER USED	17,528	42.9	417	1.0	22,900	56.1
UNITED STATES	43,055	63.8	790	1.2	23,590	35.0

TABLE 7.7. NUMBER AND PERCENT OF SCHOOLS REPORTING THREE CATEGORIES OF EVALUATIONS OF "THE ELECTRIC COMPANY" WHICH PRINCIPALS HAVE RECEIVED FROM PARENTS AND COMMUNITY LEADERS, FOR THE UNITED STATES AND BY VIEWING CELL.

	EVALUATION BY COMMUNITY					
	POSITIVE		NEGATIVE		NONE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1. USED BOTH YEARS	13,313	72.2	75	0.4	5,049	27.4
2. USED THIS YEAR ONLY	1,966	59.7	83	2.5	1,242	37.7
3. USED LAST YEAR ONLY	1,491	45.7	16	0.5	1,753	53.8
4. NEVER USED	14,547	36.7	307	0.8	24,740	62.5
UNITED STATES	31,316	48.5	481	0.7	32,784	50.8

TABLE 7.8. NUMBER AND PERCENT OF SCHOOLS IN WHICH PRINCIPALS HAD HEARD OF "THE ELECTRIC COMPANY" FROM VARIOUS INFORMATION SOURCES PRIOR TO THE WINTER 1972-3 SURVEY, FOR THE UNITED STATES AND BY FALL 1972 SCHOOL USER STATUS.

		CURRENTLY USING		CURRENTLY NOT USING		UNITED STATES	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1.	FROM THIS SURVEY	0	0.0	11,504	27.0	11,504	16.4
2.	BY PERSONAL CONTACT FROM THE CHILDREN'S TV WORKSHOP.	3,514	15.1	5,213	11.1	8,727	12.4
3.	BY PERSONALLY VIEWING "THE ELECTRIC COMPANY"	20,122	86.7	22,528	47.9	42,650	60.7
4.	BY LISTENING TO A TV TALK SHOW.	3,317	14.3	6,624	14.1	9,941	14.2
5.	FROM RADIO ANNOUNCEMENTS	2,190	9.4	4,619	9.8	6,808	9.7
6.	FROM NEWSPAPER ANNOUNCEMENTS OR ARTICLES	8,586	37.0	13,689	29.1	22,275	31.7
7.	FROM ARTICLES IN MAGAZINES OR JOURNALS	11,672	50.3	17,981	38.2	29,652	42.2
8.	BY A DIRECT MAILING FROM THE CHILDREN'S TV WORKSHOP	11,309	48.7	17,085	36.3	28,394	40.4
9.	FROM A RESEARCH REPORT ENTITLED "WHO WATCHED THE ELECTRIC COMPANY."	3,305	14.2	4,820	10.2	8,125	11.6
10.	FROM THE TEACHER'S MANUEL FOR THE ELECTRIC COMPANY	12,179	52.5	9,001	19.1	21,180	30.2
11.	FROM A CIRCULAR OR ANNOUNCEMENT PREPARED BY THE LOCAL OR STATE SCHOOL SYSTEM	7,861	33.9	5,349	11.4	13,210	18.8

SOURCES PRIOR TO THE WINTER 1972-3 SURVEY, FOR THE UNITED STATES AND BY REGION, SIZE OF COMMUNITY, AND SES OF COMMUNITY.

	ANSWER NUMBER*										
	1	2	3	4	5	6	7	8	9	10	11
REGION											
1. NORTHEAST	11.0	14.3	77.0	9.9	11.0	27.8	45.5	40.8	13.6	34.7	14.5
2. SOUTHEAST	20.6	13.8	51.6	11.6	12.3	24.3	38.1	37.7	9.7	26.8	30.2
3. GREAT LAKES AND PLAINS	18.8	9.3	54.6	15.8	9.4	35.7	39.8	41.9	11.6	25.5	16.2
4. WEST AND SOUTHWEST	15.2	13.9	59.9	18.1	6.8	35.7	45.4	40.0	10.9	34.8	18.1
SIZE OF COMMUNITY											
1. LARGE CITIES	12.9	10.8	63.7	15.5	9.2	36.4	37.2	40.3	8.8	34.6	24.5
2. VICINITY OF LARGE CITIES	12.3 (74)	8.5 (224)	71.1 (224)	9.2 (224)	13.0 (224)	33.2 (224)	48.2 (224)	39.3 (224)	10.9 (224)	30.1 (224)	9.5 (224)
3. SMALL CITIES	12.7 (115)	11.6 (451)	62.5 (451)	11.3 (451)	9.8 (451)	29.6 (451)	40.3 (451)	43.2 (451)	11.7 (451)	31.3 (451)	20.3 (451)
4. RURAL	23.0	15.6	53.5	17.4	8.7	29.8	44.6	38.8	13.5	26.5	17.5
SOCIOECONOMIC STATUS											
1. LOW	26.0 (132)	8.7 (363)	54.8 (363)	10.4 (363)	7.2 (363)	28.8 (363)	33.9 (363)	32.9 (363)	9.6 (363)	27.0 (363)	18.7 (363)
2. NOT LOW	13.0 (319)	13.8 (1,148)	62.8 (1,148)	15.5 (1,148)	10.6 (1,148)	32.7 (1,148)	45.2 (1,148)	43.1 (1,148)	12.3 (1,148)	31.3 (1,148)	18.8 (1,148)
UNITED STATES	16.4 (451)	12.4 (1,511)	60.7 (1,511)	14.2 (1,511)	9.7 (1,511)	31.7 (1,511)	42.2 (1,511)	40.4 (1,511)	11.6 (1,511)	30.2 (1,511)	18.8 (1,511)

* See TABLE 7.8 for a statement of the corresponding questions.

TABLE 7.10. NUMBER AND PERCENT OF TUNED IN SCHOOLS REPORTING VARIOUS PLANNING ACTIVITIES UNDERTAKEN TO UTILIZE "THE ELECTRIC COMPANY" MORE EFFECTIVELY IN FALL OF 1972, FOR THE UNITED STATES.

	UNITED STATES	
	NUMBER	PERCENT
1. OUR READING CURRICULUM WAS REVISED.	1,342	5.8
2. SPECIAL SCHEDULING ARRANGEMENTS WERE MADE TO ENABLE OUR PUPILS TO VIEW THE "THE ELECTRIC COMPANY."	12,505	53.9
3. OUR SCHOOL SUBSCRIBED TO THE BIWEEKLY PROGRAMS GUIDE, "THE ELECTRIC COMPANY" NEWSLETTER.	6,431	27.7
4. READING SPECIALISTS WERE CONSULTED.	2,414	10.4
5. WORKSHOPS WERE HELD TO EVALUATE LAST YEAR"S EXPERIENCE WITH "THE ELECTRIC COMPANY."	309	1.3
6. WORKSHOPS WERE HELD FOR TEACHERS WHOSE PUPILS ARE VIEWING "THE ELECTRIC COMPANY."	211	0.9
7. WE HAD TV EQUIPMENT REPAIRED.	3,953	17.0
8. WE ACQUIRED ADDITIONAL TV SETS.	2,755	11.9
9. OTHER PLANNING ACTIVITIES LISTED BY THE SCHOOL.	2,854	12.3

TABLE 7.11. NUMBER AND PERCENT OF TUNED IN SCHOOLS WHICH ACQUIRED ADDITIONAL TELEVISION SETS TO UTILIZE "THE ELECTRIC COMPANY MORE EFFECTIVELY IN FALL OF 1972, FOR THE UNITED STATES AND BY REGION, SIZE OF COMMUNITY, AND SES OF COMMUNITY.

	NUMBER	PERCENT
UNITED STATES	2756	11.9
REGION		
NORTH ATLANTIC	745	10.7
GREAT LAKES & PLAINS	881	14.7
WEST AND SOUTHWEST	463	8.5
SOUTHEAST	667	14.0
SIZE OF COMMUNITY		
LARGE CITY	555	8.6
MEDIUM CITY-SUBURBAN	519	16.5
SMALL CITY	615	8.4
RURAL	1067	17.0
SES OF COMMUNITY		
MIDDLE AND HIGH	2490	13.5
LOW	265	5.5

APPENDIX B

TEACHER QUESTIONNAIRES

FORM T-YY AND T-N

3.1 TEACHER QUESTIONNAIRE

SUMMARY FOR ALL TEACHERS USING TEC DURING 1972-73

Children's Television Workshop

One Lincoln Plaza / New York, N.Y. 10023 / 212 595-3456

Dear Teacher:

Last Fall we surveyed a national sample of elementary schools to learn the extent to which our new television series, "The Electric Company," is being viewed by American children at school. Your school was one of those selected and in replying to our questionnaire your principal indicated that some of your pupils have viewed "The Electric Company."

We would now like to learn more about you, your pupils, the conditions under which they have viewed "The Electric Company," and your evaluation of the program to date. The questions which follow may at first glance seem long, but they have been organized to facilitate an easy response: in some cases we have asked you simply to check one of several alternatives; in others we have asked you to express briefly your answer in your own words.

Since this questionnaire is being sent to only a small sample of those teachers in the United States whose pupils have viewed "The Electric Company," it is most important that we hear from each and every one of you. A pre-addressed stamped envelope is provided to return this questionnaire to the Research Triangle Institute, which is conducting this survey for us.

Please take a few minutes from your busy schedule to help us improve our television series. Your candid answers to these questions will be of great value in our efforts to revise our program for the 1973-74 school year. Thank you for your assistance.

Sincerely yours,

Joan Ganz Cooney

Joan Ganz Cooney
President

PLEASE ANSWER QUESTION 1 BEFORE CONTINUING

1. Since the first broadcast of "The Electric Company" in Fall of 1971, how often have you used this TV series for in-school viewing by at least some of your pupils as part of their regular school program? (Please check each appropriate time segment. Then write in the number of days per week that your viewing pupils generally watched the show.)

55% a. during Fall of 1971. . . for 3.8 days per week.
63% b. during Spring of 1972. . for 3.7 days per week.
96% c. during Fall of 1972. . . for 3.6 days per week.
93% d. during Spring of 1973. . for 3.5 days per week.
- e. I have never used "The Electric Company" for in-school viewing by my pupils.

TOTAL ESTIMATED
NUMBER OF TEACHERS
USING TEC DURING THE
1972-73 SCHOOL YEAR: 127

THIS QUESTIONNAIRE IS INTENDED SOLELY FOR TEACHERS WHO HAVE USED "THE ELECTRIC COMPANY" FOR IN-SCHOOL VIEWING. IF YOUR ANSWER TO QUESTION 1 WAS "e" PLEASE RETURN THIS QUESTIONNAIRE UNANSWERED. OTHERWISE, PLEASE TURN TO QUESTION 2 ON THE NEXT PAGE AND CONTINUE.

2. For each of the following grade levels, please write in the number of pupils for whom you have a direct instructional responsibility on a regular basis during the current school year. (Please enter zero for grades you do not teach.)

GRADE LEVELS	1st	2nd	3rd	4th	5th	6th	Other
NUMBER OF PUPILS WHOM YOU TEACH (please write in)							

FOR ALL GRADES
(4,007,154)
AVERAGE PER TEACHER
(31.4)

NOTE: QUESTION 3 REFERS ONLY TO THOSE PUPILS WHOM YOU COUNTED IN ANSWERING QUESTION 2 AND WHO WERE VIEWING "THE ELECTRIC COMPANY" AT SCHOOL DURING FALL OF 1972.

	GRADE LEVEL						**% OF VIEWERS FOR ALL GRADES**
	1st	2nd	3rd	4th	5th	6th	
3. a. How many of your pupils at each relevant grade level were viewing "The Electric Company" AT SCHOOL during Fall of 1972? **3,714,383 pupils**							**100%**
b. Approximately how many of these viewing pupils . . . 1) were below grade level in reading skills at the beginning of the Fall 1972 term? **2,055,911 pupils**							**55%**
2) come from families with an annual income of less than $5,000? **1,087,889 pupils**							**29%**
3) come from homes where Spanish is spoken? **381,942 pupils**							**10%**
4) **are Black or Negro? 336,208 pupils**							**9%**

NOTE: THE REMAINDER OF THIS QUESTIONNAIRE IS CONCERNED WITH YOUR MOST RECENT EXPERIENCES WITH "THE ELECTRIC COMPANY." PLEASE ANSWER IN TERMS OF YOUR MOST RECENT EXPERIENCES.

4. Do your pupils generally view "The Electric Company" in a room with pupils from other classes?

72% no
28% yes

5. What is the TOTAL number of pupils in this room (including your pupils) at the time "The Electric Company" is being viewed by your pupils?
4,105,116 pupils **(AVERAGE PER TEACHER: 32.2)**

6. During the broadcast of the show, how many of the pupils in the room . . .

a. are assigned to view it? **87.3** pupils **(AVERAGE: 28.1)**
b. are not assigned to view it but do view it? **10.2** pupils **(AVERAGE: 3.3)**
c. are not assigned to view it and do not view it? **2.4** pupils **(AVERAGE: .8)**

TOTAL NUMBER ASSIGNED TO VIEW: 3,583,766
TOTAL NUMBER VIEWING: 4,006,593

7. In general, who is supervising the pupils while they are watching "The Electric Company?" (If more than one person please check only the person most responsible for supervising the pupils.)

94% their regular teacher
1% a reading specialist
0% an audiovisual specialist
4% a teacher aide
0% someone from the school office
- a parent volunteer
1% other (____________________)

8. What are the lighting conditions in the room while "The Electric Company" is being viewed?

31% normal lighting
49% slightly darker than normal
16% considerably darker than normal
3% completely dark

9. Do your pupils view "The Electric Company" in color or black and white?

11% they view it in color
89% they view it in black and white

10. On what channel does the signal for "The Electric Company" which your pupils receive originate?

63% channels 1-13 (i.e., VHF)
30% channels 14-60 (i.e., UHF)
7% I do not know

11. In what way is the TV picture for "The Electric Company" which your pupils see received at your school?

36% via an antenna on the TV set (e.g., "rabbit ears")
33% via an antenna on the school to which our set is connected
24% via a cable
6% I do not know

12. In general, how often is the quality of reception of "The Electric Company" so poor that some of the show's effectiveness is lost?

25% never
47% rarely
16% occasionally
3% frequently
9% almost always

13. On the average, how many times per month is a scheduled viewing of a show canceled for any reason?

.9 canceled shows per month

14. How many TV sets are in use in the room when your pupils are viewing "The Electric Company?"

1.08 sets

15. What is the approximate size (in inches) of the screen on the TV set(s)? (TV screen size is measured on the diagonal.)

19.8 inches

16. On how many channels can "The Electric Company" be received during your school day?

1.4 channel(s)

17. At how many times can "The Electric Company" be received during your school day?

1.3 time(s)

18. At approximately what time of the day do your pupils view "The Electric Company?"

0% before 8 AM
3% between 8 & 9 AM
10% between 9 & 10 AM
27% between 10 & 11 AM
18% between 11 & 12 AM
8% between 12 & 1 PM
29% between 1 & 2 PM
4% between 2 & 3 PM
- between 3 & 4 PM
1% after 4 PM

19. From your point of view, what would be the most ideal time for your pupils to view "The Electric Company?" (Please check only one.)

0% before 8 AM
5% between 8 & 9 AM
10% between 9 & 10 AM
26% between 10 & 11 AM
13% between 11 & 12 AM
9% between 12 & 1 PM
21% between 1 & 2 PM
17% between 2 & 3 PM
- between 3 & 4 PM
- after 4 PM

20. Based on your experience, how long (in minutes) would you prefer each show of the Electric Company" to be?

30.2 minutes long per show

21. How often does tuning in to "The Electric Company" result in a break down in the continuity and sequence of your instructional program?

30% never
23% rarely
10% occasionally
3% frequently
34% almost always

22. Which of the following best describes the instructional objective for which your pupils were assigned to watch "The Electric Company?"

27% as a supplement to the reading instruction of pupils having difficulty with reading
6% as a form of enrichment for pupils doing well in reading
30% as a part of the regular reading program for all pupils
37% other (________________________)

23. For which types of pupils is "The Electric Company" most useful for the teaching of basic reading skills?

20% pupils having great difficulty with reading
14% pupils with normal reading skills
2% pupils above average in reading skills
32% equally useful for all types of pupils
32% not very useful for any type of pupil

24. Which of the following best describes the pattern of viewing "The Electric Company" by your pupils?

1% pupils view it at school and are assigned to view it at home
25% pupils view it at school and are encouraged to view it at home
1% pupils view it at school but are encouraged not to view it at home
31% pupils view it at school and are neither encouraged nor discouraged regarding home viewing
42% pupils view it at school but it is not available for home viewing

25. Please estimate how often your typical pupils generally view "The Electric Company" at home?

2.8 times per week

26. If each program of "The Electric Company" could be broadcast twice each day, would you prefer that a given program be shown . . .

11% first in the evening and then again the following school day?
89% first during the school day and then again that evening?

27. To the best of your knowledge which of the following individuals participated in the decision which led to pupils in this school viewing "The Electric Company" at school? (Check as many as apply.)

37% a. school board members
41% b. superintendent of schools
40% c. central office curriculum coordinator
39% d. school curriculum coordinator
37% e. central office reading specialist
9% f. school reading specialist
44% g. principal of this school
74% h. I did
39% i. other teachers in this school
9% j. teachers in other schools
9% k. parents
14% l. other (________________________)

28. Who made the final decision with respect to whether or not your pupils would view "The Electric Company?" (Please check only one.)

2% school board members
4% superintendent of schools
1% central office curriculum coordinator
- school curriculum coordinator
1% central office reading specialist
- school reading specialist
8% principal of this school
76% I did
- other teachers in this school
0% teachers in other schools
0% parents
7% other (________________________)

29. In your school, have teachers at your grade level used instruction via television (ITV) for programs other than "The Electric Company?"

9% No
8% Yes, in the past, but not during the current school year
75% Yes, in the past and during the current school year.
8% Yes, but only during the current school year.

30. In which of the following ways have you heard about "The Electric Company?" (Please check as many as apply.)

28% a. by personal contact from the Children's Television Workshop
16% b. by listening to a TV talk show
7% c. from radio announcements
29% d. from newspapers
48% e. from magazines or journals
12% f. from a research report entitled Who Watched The Electric Company
24% g. from a circular prepared by the local or state school system
33% h. from the bi-weekly "The Electric Company GUIDE"
29% i. from my principal
48% j. from another teacher
18% k. from parents of my pupils
40% l. from announcements by local educational TV stations

31. How has your use of "The Electric Company" affected the allocation of your time to each of the following? (Please use these codes: 1 = more time, 2 = same time, 3 = less time.)

AVERAGES **(PCT. MORE-SAME-LESS)**
1.8 a. time spent in school **(03-77-20)**
1.9 b. time spent on reading instruction
2.3 c. time spent with pupils on **(34-37-29)** subjects other than reading **(10-53-36)**
2.0 d. time spent on individual attention to pupils **(27-42-30)**
2.3 e. time spent on recess **(- -66-33)**
2.0 f. time spent by myself or with other teachers **(13-75-12)**

32. Which of the following best describes how the children are seated while they are watching "The Electric Company?"

24% they must sit at their desks in their regular location
1% they must sit in auditorium chairs
8% they must sit in chairs in front of the television set
8% they must sit on the floor in front of the television set
60% they can arrange themselves in whatever way they feel most comfortable (Please describe.)

33. How frequently does each of the following occur while the children are viewing "The Electric Company?" (Please use the following codes: 1 = never, 2 = very rarely, 3 = occasionally, 4 = frequently, 5 = almost always, 6 = always.)

AVERAGES **(PCT. CODING 1 or 2)**
3.5 a. the teacher raises questions or comments on the program 13%
5.0 b. the children repeat aloud words being presented by the program 1%
2.7 c. the children write words being presented by the program 53%
5.1 d. the children sing along with the music from the program 1%
2.3 e. the children get up and dance to the music from the program 66%
2.4 f. the children become bored with the program 67%
2.4 g. the children become so noisy that they must be asked to be more quiet 64%
1.8 h. a child has to be sent out of the room for misbehaving during the program 84%
1.3 i. the TV set has to be turned off because the children are not paying sufficient attention to the program 95%

34. Does use of "The Electric Company" make it more or less difficult for you to maintain proper student behavior throughout the day?

- more difficult
81% no difference
19% less difficult

35. To what degree has the reading interest of your typical pupils changed as a result of their having viewed "The Electric Company?"

- it has declined
14% it has remained unchanged
58% it has improved slightly
27% it has improved greatly

36. To what degree has the ability of your typical pupils to decode words changed as a result of their having viewed "The Electric Company?"

0% it has declined
4% it has remained unchanged
60% it has improved slightly
36% it has improved greatly

37. To what degree has the ability of your typical pupils to spell words changed as a result of their having viewed "The Electric Company?"

- it has declined
13% it has remained unchanged
63% it has improved slightly
25% it has improved greatly

38. To what degree has the basic sight vocabulary of your typical pupils changed as a result of their having viewed "The Electric Company?"

0% it has declined
7% it has remained unchanged
55% it has improved slightly
38% it has improved greatly

39. For which of the following additional reasons or objectives, other than to help teach reading, have you used "The Electric Company?" (Please check all that apply.)

39% a. to help satisfy school policies
73% b. to break up the pace of the day
55% c. to expose pupils to minority groups
51% d. to augment the teaching of art or music
54% e. to provide topics around which lessons can be organized
83% f. to increase student enthusiasm about our instructional program
49% g. to reward pupils for good work or behavior
7% h. other (________________________)

40. What is your present overall opinion regarding "The Electric Company?"

87% very favorable
10% slightly favorable
1% neutral
2% slightly negative
- very negative

41. How does your present opinion regarding "The Electric Company" compare with your opinion when you first saw the program?

5% less favorable now than then
47% about the same now as then
23% somewhat more favorable now than then
25% much more favorable now than then

42. When your pupils last viewed "The Electric Company" in school, how interested in the program were they?

81% very interested
11% slightly interested
4% neutral
2% slightly disinterested
2% very disinterested

43. To what extent does students' interest in the series increase or decrease during the months when they view "The Electric Company" in school?

5% interest greatly decreases
14% interest slightly decreases
50% interest remains about the same
15% interest slightly increases
16% interest greatly increases

44. Assuming that all the technical and administrative problems currently associated with viewing instructional television can be solved, how useful do you feel television can be for the teaching of reading?

0% of no use
- of very little use
16% of some use
25% of moderate use
58% of great use

45. How many years of teaching experience do you have?

10.5 years

46. Do you have more or less teaching experience than most teachers in this school:

31% more
35% about the same
34% less

47. What is the highest level of education which you have achieved?

- less than a bachelor's degree
69% bachelor's degree
15% master's degree
3% master's degree plus 30 hours
12% doctorate

48. Of the time that your pupils devote to reading lessons, approximately what percent is spent on each of the following activities during a normal week? **(AVERAGE PCT. ADJUSTED TO EQUAL 100%. UNADJUSTED PCTS. EQUAL 86.9%)**

13 % a. watching television
12 % b. working with programmed textbooks prepared by a publisher
17 % c. writing on workbooks or worksheets prepared by a publisher
35 % d. reading basal texts or workbooks prepared by a publisher
13 % e. discussion or lecture
9 % f. other (________________)

100% = TOTAL TIME ON READING
(99 % = TOTAL due to rounding error)

49. In general, which of the following best describes the means by which your pupils receive their lessons or assignments in reading?

4% each pupil is permitted to develop his own reading lessons
35% special lessons for each child are jointly developed by teacher and pupil
49% some pupils receive special lessons, but most receive the same lesson
13% all pupils usu[illegible]y receive the same lesson

50. To what degree is some discussion with the children immediately before they see a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

3% prior discussion is absolutely essential
68% prior discussion is helpful, but not essential
19% prior discussion is neither helpful nor detrimental
10% prior discussion is detrimental

51. How much time do you usually devote to prior discussion?

3.6 minutes per program

52. To what degree is some discussion with the children while they are viewing a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

10% concurrent discussion is absolutely essential
63% concurrent discussion is helpful, but not essential
13% concurrent discussion is neither helpful nor detrimental
14% concurrent discussion is detrimental

53. To what degree is some discussion with the children immediately after they have viewed a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

26% subsequent discussion is absolutely essential
57% subsequent discussion is helpful, but not essential
6% subsequent discussion is neither helpful nor detrimental
12% subsequent discussion is detrimental

54. How much time do you usually devote to subsequent discussion?

6.9 minutes per program

55. Do you get to see a copy of the bi-weekly "The Electric Company GUIDE" before the showing of the programs?

21% yes, I see it before every show
20% yes, I usually see it
13% yes, I see it very rarely
46% no, I have never seen this guide (Please skip to Question 58)

56. How do you receive "The Electric Company GUIDE?"

28% a copy is mailed to me directly
9% a copy is mailed to one of the other teachers in this school who shares it with me
25% a copy is mailed to our school and circulated among the relevant teachers
38% a copy is mailed to our school system and circulated among the relevant teachers

57. In what ways, if any, could "The Electric Company GUIDE" be changed in order to make it more useful to you?

58. Please describe any technical or administrative problems which currently make it difficult for you to make the best use of "The Electric Company?"

59. What do you feel are the most useful reading skills which your pupils have learned from viewing "The Electric Company?"

60. Please list any curriculum areas covered by "The Electric Company" which you consider to be of little value to your pupils?

61. Please list any characters and program formats presented in the show which you deem most valuable.

62. What types of instructional materials or teaching aids, if any, would help you to make more effective use of "The Electric Company?"

63. What is your general opinion regarding the usefulness of "The Electric Company" as a form of reading instruction?

64. What is your general opinion regarding "The Electric Company" as a form of entertainment?

65. Are there any additional comments you would like to make regarding your experiences to date in viewing "The Electric Company?"

Please Note: "The Electric Company GUIDE" provides curriculum information for each show and follow-up instructional suggestions and activities. If you have developed ideas or activities which you would like to share with other teachers, we would appreciate hearing from you. Write to:

The Electric Company GUIDE
Children's Television Workshop
1 Lincoln Plaza
New York, N. Y. 10023

Subscriptions to the bi-weekly GUIDE are available at $5.95 by writing to The Electric Company Guide, Xerox Education Center, Columbus, Ohio 43216.

FORM T-YY

B.2 TEACHER QUESTIONNAIRE

FOR TEACHERS USING TEC BOTH YEARS

Children's Television Workshop

One Lincoln Plaza / New York, N.Y. 10023 / 212 595-3456

Dear Teacher:

Last Fall we surveyed a national sample of elementary schools to learn the extent to which our new television series, "The Electric Company," is being viewed by American children at school. Your school was one of those selected and in replying to our questionnaire your principal indicated that some of your pupils have viewed "The Electric Company."

We would now like to learn more about you, your pupils, the conditions under which they have viewed "The Electric Company," and your evaluation of the program to date. The questions which follow may at first glance seem long, but they have been organized to facilitate an easy response: in some cases we have asked you simply to check one of several alternatives; in others we have asked you to express briefly your answer in your own words.

Since this questionnaire is being sent to only a small sample of those teachers in the United States whose pupils have viewed "The Electric Company," it is most important that we hear from each and every one of you. A pre-addressed stamped envelope is provided to return this questionnaire to the Research Triangle Institute, which is conducting this survey for us.

Please take a few minutes from your busy schedule to help us improve our television series. Your candid answers to these questions will be of great value in our efforts to revise our program for the 1973-74 school year. Thank you for your assistance.

Sincerely yours,

Joan Ganz Cooney
President

PLEASE ANSWER QUESTION 1 BEFORE CONTINUING

1. Since the first broadcast of "The Electric Company" in Fall of 1971, how often have you used this TV series for in-school viewing by at least some of your pupils as part of their regular school program? (Please check each appropriate time segment. Then write in the number of days per week that your viewing pupils generally watched the show.)

AVERAGES

61% a. during Fall of 1971. . . for 3.7 days per week.
69% b. during Spring of 1972. . for 3.7 days per week.
96% c. during Fall of 1972. . . for 3.6 days per week.
93% d. during Spring of 1973. . for 3.5 days per week.
- e. I have never used "The Electric Company" for in-school viewing by my pupils.

TOTAL ESTIMATED NUMBER OF TEACHERS USING TEC BOTH YEARS: 112233

THIS QUESTIONNAIRE IS INTENDED SOLELY FOR TEACHERS WHO HAVE USED "THE ELECTRIC COMPANY" FOR IN-SCHOOL VIEWING. IF YOUR ANSWER TO QUESTION 1 WAS "e" PLEASE RETURN THIS QUESTIONNAIRE UNANSWERED. OTHERWISE, PLEASE TURN TO QUESTION 2 ON THE NEXT PAGE AND CONTINUE.

2. For each of the following grade levels, please write in the number of pupils for whom you have a direct instructional responsibility on a regular basis during the current school year. (Please enter zero for grades you do not teach.)

GRADE LEVELS	1st	2nd	3rd	4th	5th	6th	Other	FOR ALL GRADES
NUMBER OF PUPILS WHOM YOU TEACH (please write in)								3,453,972 AVERAGE PER TEACHER 30.8

NOTE: QUESTION 3 REFERS ONLY TO THOSE PUPILS WHOM YOU COUNTED IN ANSWERING QUESTION 2 AND WHO WERE VIEWING "THE ELECTRIC COMPANY" AT SCHOOL DURING FALL OF 1972.

3. a. How many of your pupils at each relevant grade level were viewing "The Electric Company" AT SCHOOL during Fall of 1972? → 3,249,971 pupils

b. Approximately how many of these viewing pupils . . .

1) were below grade level in reading skills at the beginning of the Fall 1972 term? → 1,793,780 pupils

2) come from families with an annual income of less than $5,000? → 970,592 pupils

3) come from homes where Spanish is spoken? → 347,101 pupils

4) are Black or Negro? → 302,430 pupils

	GRADE LEVEL						FOR ALL GRADES
	1st	2nd	3rd	4th	5th	6th	
a.							100%
b. 1)							55%
2)							30%
3)							11%
4)							9%

NOTE: THE REMAINDER OF THIS QUESTIONNAIRE IS CONCERNED WITH YOUR MOST RECENT EXPERIENCES WITH "THE ELECTRIC COMPANY." PLEASE ANSWER IN TERMS OF YOUR MOST RECENT EXPERIENCES.

4. Do your pupils generally view "The Electric Company" in a room with pupils from other classes?

72% no
28% yes

5. What is the TOTAL number of pupils in this room (including your pupils) at the time "The Electric Company" is being viewed by your pupils?

3,630,334 pupils (AVERAGE PER TEACHER: 32.4)

6. During the broadcast of the show, how many of the pupils in the room . . .

a. are assigned to view it? 87.8% pupils (AVERAGE: 28.4)
b. are not assigned to view it but do view it? 9.8% pupils (AVERAGE: 3.2)
c. are not assigned to view it and do not view it? 2.6% pupils (AVERAGE: .9)

7. In general, who is supervising the pupils while they are watching "The Electric Company?" (If more than one person please check only the person most responsible for supervising the pupils.)

95% their regular teacher
1% a reading specialist
0% an audiovisual specialist
3% a teacher aide
0% someone from the school office
- a parent volunteer
1% other (____________________)

8. What are the lighting conditions in the room while "The Electric Company" is being viewed?

31% normal lighting
48% slightly darker than normal
17% considerably darker than normal
3% completely dark

9. Do your pupils view "The Electric Company" in color or black and white?

10% they view it in color
90% they view it in black and white

10. On what channel does the signal for "The Electric Company" which your pupils receive originate?

64% channels 1-13 (i.e., VHF)
30% channels 14-60 (i.e., UHF)
6% I do not know

11. In what way is the TV picture for "The Electric Company" which your pupils see received at your school?

36% via an antenna on the TV set (e.g., "rabbit ears")
32% via an antenna on the school to which our set is connected
25% via a cable
7% I do not know

12. In general, how often is the quality of reception of "The Electric Company" so poor that some of the show's effectiveness is lost?

24% never
47% rarely
17% occasionally
3% frequently
9% almost always

13. On the average, how many times per month is a scheduled viewing of a show canceled for any reason?

0.92 canceled shows per month

14. How many TV sets are in use in the room when your pupils are viewing "The Electric Company?"

1.08 sets

15. What is the approximate size (in inches) of the screen on the TV set(s)? (TV screen size is measured on the diagonal.)

19.6 inches

16. On how many channels can "The Electric Company" be received during your school day?

1.4 channel(s)

17. At how many times can "The Electric Company" be received during your school day?

1.3 time(s)

18. At approximately what time of the day do your pupils view "The Electric Company?"

0% before 8 AM
3% between 8 & 9 AM
8% between 9 & 10 AM
28% between 10 & 11 AM
18% between 11 & 12 AM
8% between 12 & 1 PM
30% between 1 & 2 PM
4% between 2 & 3 PM
- between 3 & 4 PM
1% after 4 PM

19. From your point of view, what would be the most ideal time for your pupils to view "The Electric Company?" (Please check only one.)

0% before 8 AM
3% between 8 & 9 AM
9% between 9 & 10 AM
28% between 10 & 11 AM
13% between 11 & 12 AM
9% between 12 & 1 PM
21% between 1 & 2 PM
17% between 2 & 3 PM
- between 3 & 4 PM
- after 4 PM

20. Based on your experience, how long (in minutes) would you prefer each show of the Electric Company" to be?

30.4 minutes long per show

21. How often does tuning in to "The Electric Company" result in a break down in the continuity and sequence of your instructional program?

30% never
23% rarely
10% occasionally
3% frequently
34% almost always

22. Which of the following best describes the instructional objective for which your pupils were assigned to watch "The Electric Company?"

26% as a supplement to the reading instruction of pupils having difficulty with reading
6% as a form of enrichment for pupils doing well in reading
30% as a part of the regular reading program for all pupils
37% other (________________________)

23. For which types of pupils is "The Electric Company" most useful for the teaching of basic reading skills?

21% pupils having great difficulty with reading
15% pupils with normal reading skills
2% pupils above average in reading skills
31% equally useful for all types of pupils
32% not very useful for any type of pupil

24. Which of the following best describes the pattern of viewing "The Electric Company" by your pupils?

1% pupils view it at school and are assigned to view it at home
25% pupils view it at school and are encouraged to view it at home
1% pupils view it at school but are encouraged not to view it at home
31% pupils view it at school and are neither encouraged nor discouraged regarding home viewing
41% pupils view it at school but it is not available for home viewing

25. Please estimate how often your typical pupils generally view "The Electric Company" at home?

2.8 times per week

26. If each program of "The Electric Company" could be broadcast twice each day, would you prefer that a given program be shown . . .

11% first in the evening and then again the following school day?
89% first during the school day and then again that evening?

27. To the best of your knowledge which of the following individuals participated in the decision which led to pupils in this school viewing "The Electric Company" at school? (Check as many as apply.)

37% a. school board members
41% b. superintendent of schools
40% c. central office curriculum coordinator
39% d. school curriculum coordinator
37% e. central office reading specialist
9% f. school reading specialist
45% g. principal of this school
75% h. I did
38% i. other teachers in this school
9% j. teachers in other schools
9% k. parents
15% l. other (________________________)

28. Who made the final decision with respect to whether or not your pupils would view "The Electric Company?" (Please check only one.)

2% school board members
4% superintendent of schools
- central office curriculum coordinator
- school curriculum coordinator
1% central office reading specialist
- school reading specialist
7% principal of this school
78% I did
- other teachers in this school
0% teachers in other schools
0% parents
7% other (________________________)

29. In your school, have teachers at your grade level used instruction via television (ITV) for programs other than "The Electric Company?"

8% No
8% Yes, in the past, but not during the current school year
78% Yes, in the past and during the current school year.
6% Yes, but only during the current school year.

30. In which of the following ways have you heard about "The Electric Company?" (Please check as many as apply.)

29% a. by personal contact from the Children's Television Workshop
15% b. by listening to a TV talk show
6% c. from radio announcements
29% d. from newspapers
48% e. from magazines or journals
12% f. from a research report entitled Who Watched The Electric Company
24% g. from a circular prepared by the local or state school system
33% h. from the bi-weekly "The Electric Company GUIDE"
30% i. from my principal
48% j. from another teacher
17% k. from parents of my pupils
40% l. from announcements by local educational TV stations

31. How has your use of "The Electric Company" affected the allocation of your time to each of the following? (Please use these codes: 1 = more time, 2 = same time, 3 = less time.)

AVERAGES **(PCT. MORE-SAME-LESS)**
1.7 a. time spent in school **(03-78-19)**
1.9 b. time spent on reading instruction **(35-38-27)**
2.3 c. time spent with pupils on subjects other than reading **(11-53-36)**
2.0 d. time spent on individual attention to pupils **(28-42-29)**
2.3 e. time spent on recess **(- -66-33)**
2.0 f. time spent by myself or with other teachers **(11-77-12)**

32. Which of the following best describes how the children are seated while they are watching "The Electric Company?"

23% they must sit at their desks in their regular location
1% they must sit in auditorium chairs
8% they must sit in chairs in front of the television set
7% they must sit on the floor in front of the television set
61% they can arrange themselves in whatever way they feel most comfortable (Please describe.)

33. How frequently does each of the following occur while the children are viewing "The Electric Company?" (Please use the following codes: 1 = never, 2 = very rarely, 3 = occasionally, 4 = frequently, 5 = almost always, 6 = always.)

AVERAGES **(PCT. CODING 1 OR 2)**
3.5 a. the teacher raises questions or comments on the program **(12%)**
5.0 b. the children repeat aloud words being presented by the program **(1%)**
2.6 c. the children write words being presented by the program **(55%)**
5.1 d. the children sing along with the music from the program **(1%)**
2.3 e. the children get up and dance to the music from the program **(66%)**
2.4 f. the children become bored with the program **(67%)**
2.4 g. the children become so noisy that they must be asked to be more quiet **(63%)**
1.8 h. a child has to be sent out of the room for misbehaving during the program **(84%)**
1.3 i. the TV set has to be turned off because the children are not paying sufficient attention to the program **(95%)**

34. Does use of "The Electric Company" make it more or less difficult for you to maintain proper student behavior throughout the day?

- more difficult
81% no difference
19% less difficult

35. To what degree has the reading interest of your typical pupils changed as a result of their having viewed "The Electric Company?"

0% it has declined
15% it has remained unchanged
59% it has improved slightly
26% it has improved greatly

36. To what degree has the ability of your typical pupils to decode words changed as a result of their having viewed "The Electric Company?"

0% it has declined
4% it has remained unchanged
61% it has improved slightly
35% it has improved greatly

37. To what degree has the ability of your typical pupils to spell words changed as a result of their having viewed "The Electric Company?"

0% it has declined
12% it has remained unchanged
63% it has improved slightly
25% it has improved greatly

38. To what degree has the basic sight vocabulary of your typical pupils changed as a result of their having viewed "The Electric Company?"

0% it has declined
7% it has remained unchanged
55% it has improved slightly
38% it has improved greatly

39. For which of the following additional reasons or objectives, other than to help teach reading, have you used "The Electric Company?" (Please check all that apply.)

34% a. to help satisfy school policies
71% b. to break up the pace of the day
51% c. to expose pupils to minority groups
47% d. to augment the teaching of art or music
50% e. to provide topics around which lessons can be organized
81% f. to increase student enthusiasm about our instructional program
44% g. to reward pupils for good work or behavior
7% h. other (________________________)

40. What is your present overall opinion regarding "The Electric Company?"

87% very favorable
10% slightly favorable
1% neutral
2% slightly negative
- very negative

41. How does your present opinion regarding "The Electric Company" compare with your opinion when you first saw the program?

5% less favorable now than then
47% about the same now as then
23% somewhat more favorable now than then
25% much more favorable now than then

42. When your pupils last viewed "The Electric Company" in school, how interested in the program were they?

82% very interested
10% slightly interested
4% neutral
2% slightly disinterested
2% very disinterested

43. To what extent does students' interest in the series increase or decrease during the months when they view "The Electric Company" in school?

5% interest greatly decreases
14% interest slightly decreases
50% interest remains about the same
16% interest slightly increases
15% interest greatly increases

44. Assuming that all the technical and administrative problems currently associated with viewing instructional television can be solved, how useful do you feel television can be for the teaching of reading?

0% of no use
- of very little use
16% of some use
25% of moderate use
59% of great use

45. How many years of teaching experience do you have?

10.5 years

46. Do you have more or less teaching experience than most teachers in this school:

31% more
35% about the same
34% less

47. What is the highest level of education which you have achieved?

- less than a bachelor's degree
69% bachelor's degree
15% master's degree
3% master's degree plus 30 hours
12% doctorate

48. Of the time that your pupils devote to reading lessons, approximately what percent is spent on each of the following activities during a normal week? **(AVERAGE PCT. ADJUSTED TO = 100%. UNADJUSTED PCTS. = 86.7%.)**

13 % a. watching television
12 % b. working with programmed textbooks prepared by a publisher
17
___% c. writing on workbooks or worksheets prepared by a publisher
35 % d. reading basal texts or workbooks prepared by a publisher
13 % e. discussion or lecture
9 % f. other (______________)

100% = TOTAL TIME ON READING
(99% = TOTAL due to rounding error)

49. In general, which of the following best describes the means by which your pupils receive their lessons or assignments in reading?

4% each pupil is permitted to develop his own reading lessons
36% special lessons for each child are jointly developed by teacher and pupil
47% some pupils receive special lessons, but most receive the same lesson
13% all pupils usually receive the same lesson

50. To what degree is some discussion with the children immediately before they see a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

3% prior discussion is absolutely essential
68% prior discussion is helpful, but not essential
20% prior discussion is neither helpful nor detrimental
9% prior discussion is detrimental

51. How much time do you usually devote to prior discussion?

3.7 minutes per program

52. To what degree is some discussion with the children while they are viewing a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

10% concurrent discussion is absolutely essential
65% concurrent discussion is helpful, but not essential
13% concurrent discussion is neither helpful nor detrimental
12% concurrent discussion is detrimental

53. To what degree is some discussion with the children immediately after they have viewed a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

26% subsequent discussion is absolutely essential
58% subsequent discussion is helpful, but not essential
6% subsequent discussion is neither helpful nor detrimental
10% subsequent discussion is detrimental

54. How much time do you usually devote to subsequent discussion?

7.0 minutes per program

55. Do you get to see a copy of the bi-weekly "The Electric Company GUIDE" before the showing of the programs?

20% yes, I see it before every show
21% yes, I usually see it
14% yes, I see it very rarely
45% no, I have never seen this guide (Please skip to Question 58)

56. How do you receive "The Electric Company GUIDE?" **(OF THOSE RECEIVING IT)**

28% a copy is mailed to me directly
10% a copy is mailed to one of the other teachers in this school who shares it with me
24% a copy is mailed to our school and circulated among the relevant teachers
38% a copy is mailed to our school system and circulated among the relevant teachers

57. In what ways, if any, could "The Electric Company GUIDE" be changed in order to make it more useful to you?

58. Please describe any technical or administrative problems which currently make it difficult for you to make the best use of "The Electric Company?"

59. What do you feel are the most useful reading skills which your pupils have learned from viewing "The Electric Company?"

60. Please list any curriculum areas covered by "The Electric Company" which you consider to be of little value to your pupils?

61. Please list any characters and program formats presented in the show which you deem most valuable.

62. What types of instructional materials or teaching aids, if any, would help you to make more effective use of "The Electric Company?"

63. What is your general opinion regarding the usefulness of "The Electric Company" as a form of reading instruction?

64. What is your general opinion regarding "The Electric Company" as a form of entertainment?

65. Are there any additional comments you would like to make regarding your experiences to date in viewing "The Electric Company?"

Please Note: "The Electric Company GUIDE" provides curriculum information for each show and follow-up instructional suggestions and activities. If you have developed ideas or activities which you would like to share with other teachers, we would appreciate hearing from you. Write to:

The Electric Company GUIDE
Children's Television Workshop
1 Lincoln Plaza
New York, N. Y. 10023

Subscriptions to the bi-weekly GUIDE are available at $5.95 by writing to The Electric Company Guide, Xerox Education Center, Columbus, Ohio 43216.

FORM T-NY

B.3 TEACHER QUESTIONNAIRE

FOR TEACHERS USING TEC IN 1972-3 ONLY*

Children's Television Workshop

One Lincoln Plaza / New York, N.Y. 10023 / 212 595-3456

Dear Teacher:

Last Fall we surveyed a national sample of elementary schools to learn the extent to which our new television series, "The Electric Company," is being viewed by American children at school. Your school was one of those selected and in replying to our questionnaire your principal indicated that some of your pupils have viewed "The Electric Company."

We would now like to learn more about you, your pupils, the conditions under which they have viewed "The Electric Company," and your evaluation of the program to date. The questions which follow may at first glance seem long, but they have been organized to facilitate an easy response: in some cases we have asked you simply to check one of several alternatives; in others we have asked you to express briefly your answer in your own words.

Since this questionnaire is being sent to only a small sample of those teachers in the United States whose pupils have viewed "The Electric Company," it is most important that we hear from each and every one of you. A pre-addressed stamped envelope is provided to return this questionnaire to the Research Triangle Institute, which is conducting this survey for us.

Please take a few minutes from your busy schedule to help us improve our television series. Your candid answers to these questions will be of great value in our efforts to revise our program for the 1973-74 school year. Thank you for your assistance.

Sincerely yours,

Joan Ganz Cooney
President

PLEASE ANSWER QUESTION 1 BEFORE CONTINUING

1. Since the first broadcast of "The Electric Company" in Fall of 1971, how often have you used this TV series for in-school viewing by at least some of your pupils as part of their regular school program? (Please check each appropriate time segment. Then write in the number of days per week that your viewing pupils generally watched the show.)

AVERAGES

10% a. during Fall of 1971. . . for 4.4 days per week.*
17% b. during Spring of 1972. . for 4.6 days per week.*
96% c. during Fall of 1972. . . for 3.6 days per week.
92% d. during Spring of 1973. . for 3.6 days per week.
0% e. I have never used "The Electric Company" for in-school viewing by my pupils.

TOTAL ESTIMATED NUMBER OF TEACHERS USING TEC IN 1972-3 ONLY: 15420*

THIS QUESTIONNAIRE IS INTENDED SOLELY FOR TEACHERS WHO HAVE USED "THE ELECTRIC COMPANY" FOR IN-SCHOOL VIEWING. IF YOUR ANSWER TO QUESTION 1 WAS "e" PLEASE RETURN THIS QUESTIONNAIRE UNANSWERED. OTHERWISE, PLEASE TURN TO QUESTION 2 ON THE NEXT PAGE AND CONTINUE.

*Due to an error in listing of new 1972-3 teachers using the series as provided by principals, a few teachers (no more than 20% of those included here) reported having used the series during the previous year.

2. For each of the following grade levels, please write in the number of pupils for whom you have a direct instructional responsibility on a regular basis during the current school year. (Please enter zero for grades you do not teach.)

GRADE LEVELS	1st	2nd	3rd	4th	5th	6th	Other
NUMBER OF PUPILS WHOM YOU TEACH (please write in)							

FOR ALL GRADES
553,182

AVERAGE PER TEACHER
35.9

NOTE: QUESTION 3 REFERS ONLY TO THOSE PUPILS WHOM YOU COUNTED IN ANSWERING QUESTION 2 AND WHO WERE VIEWING "THE ELECTRIC COMPANY" AT SCHOOL DURING FALL OF 1972.

	GRADE LEVEL						FOR ALL GRADES
	1st	2nd	3rd	4th	5th	6th	
3. a. How many of your pupils at each relevant grade level were viewing "The Electric Company" AT SCHOOL during Fall of 1972? → **464,412 pupils**							100%
b. Approximately how many of these viewing pupils . . . 1) were below grade level in reading skills at the beginning of the Fall 1972 term? → **262,131 pupils**							57%
2) come from families with an annual income of less than $5,000? → **117,297 pupils**							25%
3) come from homes where Spanish is spoken? → **34,841 pupils**							8%
4) **are Black or Negro?** → **33,778 pupils**							7%

NOTE: THE REMAINDER OF THIS QUESTIONNAIRE IS CONCERNED WITH YOUR MOST RECENT EXPERIENCES WITH "THE ELECTRIC COMPANY." PLEASE ANSWER IN TERMS OF YOUR MOST RECENT EXPERIENCES.

4. Do your pupils generally view "The Electric Company" in a room with pupils from other classes?

72% no
28% yes

5. What is the TOTAL number of pupils in this room (including your pupils) at the time "The Electric Company" is being viewed by your pupils?

474,782 pupils **(AVERAGE PER TEACHER: 30.8)**

6. During the broadcast of the show, how many of the pupils in the room . . .

a. are assigned to view it? **85.0%** pupils **(AVERAGE: 26.2)**
b. are not assigned to view it but do view it? **14.3%** pupils **(AVERAGE: 4.4)**
c. are not assigned to view it and do not view it? **1.4%** pupils **(AVERAGE: .4)**

7. In general, who is supervising the pupils while they are watching "The Electric Company?" (If more than one person please check only the person most responsible for supervising the pupils.)

89% their regular teacher
1% a reading specialist
0% an audiovisual specialist
9% a teacher aide
0% someone from the school office
0% a parent volunteer
1% other (______________________)

8. What are the lighting conditions in the room while "The Electric Company" is being viewed?

32% normal lighting
58% slightly darker than normal
10% considerably darker than normal
0% completely dark

9. Do your pupils view "The Electric Company" in color or black and white?

19% they view it in color
81% they view it in black and white

10. On what channel does the signal for "The Electric Company" which your pupils receive originate?

55% channels 1-13 (i.e., VHF)
29% channels 14-60 (i.e., UHF)
16% I do not know

11. In what way is the TV picture for "The Electric Company" which your pupils see received at your school?

35% via an antenna on the TV set (e.g., "rabbit ears")
44% via an antenna on the school to which our set is connected
19% via a cable
2% I do not know

12. In general, how often is the quality of reception of "The Electric Company" so poor that some of the show's effectiveness is lost?

31% never
45% rarely
7% occasionally
4% frequently
12% almost always

13. On the average, how many times per month is a scheduled viewing of a show canceled for any reason?

0.83 canceled shows per month

14. How many TV sets are in use in the room when your pupils are viewing "The Electric Company?"

1.11 sets

15. What is the approximate size (in inches) of the screen on the TV set(s)? (TV screen size is measured on the diagonal.)

20.7 inches

16. On how many channels can "The Electric Company" be received during your school day?

1.3 channel(s)

17. At how many times can "The Electric Company" be received during your school day?

1.0 time(s)

18. At approximately what time of the day do your pupils view "The Electric Company?"

0% before 8 AM
4% between 8 & 9 AM
24% between 9 & 10 AM
20% between 10 & 11 AM
20% between 11 & 12 AM
5% between 12 & 1 PM
24% between 1 & 2 PM
2% between 2 & 3 PM
0% between 3 & 4 PM
0% after 4 PM

19. From your point of view, what would be the most ideal time for your pupils to view "The Electric Company?" (Please check only one.)

0% before 8 AM
20% between 8 & 9 AM
15% between 9 & 10 AM
11% between 10 & 11 AM
9% between 11 & 12 AM
8% between 12 & 1 PM
22% between 1 & 2 PM
15% between 2 & 3 PM
0% between 3 & 4 PM
0% after 4 PM

20. Based on your experience, how long (in minutes) would you prefer each show of the Electric Company" to be?

29.0 minutes long per show

21. How often does tuning in to "The Electric Company" result in a break down in the continuity and sequence of your instructional program?

27% never
23% rarely
12% occasionally
1% frequently
36% almost always

22. Which of the following best describes the instructional objective for which your pupils were assigned to watch "The Electric Company?"

32% as a supplement to the reading instruction of pupils having difficulty with reading
3% as a form of enrichment for pupils doing well in reading
26% as a part of the regular reading program for all pupils
40% other (____________________)

23. For which types of pupils is "The Electric Company" most useful for the teaching of basic reading skills?

16% pupils having great difficulty with reading
6% pupils with normal reading skills
- pupils above average in reading skills
42% equally useful for all types of pupils
36% not very useful for any type of pupil

24. Which of the following best describes the pattern of viewing "The Electric Company" by your pupils?

2% pupils view it at school and are assigned to view it at home
24% pupils view it at school and are encouraged to view it at home
- pupils view it at school but are encouraged not to view it at home
27% pupils view it at school and are neither encouraged nor discouraged regarding home viewing
47% pupils view it at school but it is not available for home viewing

25. Please estimate how often your typical pupils generally view "The Electric Company" at home?

2.5 times per week

26. If each program of "The Electric Company" could be broadcast twice each day, would you prefer that a given program be shown . . .

11% first in the evening and then again the following school day?
89% first during the school day and then again that evening?

27. To the best of your knowledge which of the following individuals participated in the decision which led to pupils in this school viewing "The Electric Company" at school? (Check as many as apply.)

39% a. school board members
40% b. superintendent of schools
41% c. central office curriculum coordinator
40% d. school curriculum coordinator
37% e. central office reading specialist
7% f. school reading specialist
40% g. principal of this school
70% h. I did
42% i. other teachers in this school
12% j. teachers in other schools
5% k. parents
8% l. other (____________________)

28. Who made the final decision with respect to whether or not your pupils would view "The Electric Company?" (Please check only one.)

0% school board members
4% superintendent of schools
7% central office curriculum coordinator
0% school curriculum coordinator
0% central office reading specialist
2% school reading specialist
16% principal of this school
59% I did
4% other teachers in this school
0% teachers in other schools
0% parents
8% other (____________________)

29. In your school, have teachers at your grade level used instruction via television (ITV) for programs other than "The Electric Company?"

17% No
5% Yes, in the past, but not during the current school year
54% Yes, in the past and during the current school year.
24% Yes, but only during the current school year.

30. In which of the following ways have you heard about "The Electric Company?" (Please check as many as apply.)

17% a. by personal contact from the Children's Television Workshop
27% b. by listening to a TV talk show
13% c. from radio announcements
31% d. from newspapers
51% e. from magazines or journals
14% f. from a research report entitled Who Watched The Electric Company
20% g. from a circular prepared by the local or state school system
29% h. from the bi-weekly "The Electric Company GUIDE"
24% i. from my principal
52% j. from another teacher
22% k. from parents of my pupils
40% l. from announcements by local educational TV stations

31. How has your use of "The Electric Company" affected the allocation of your time to each of the following? (Please use these codes: 1 = more time, 2 = same time, 3 = less time.)

AVERAGES **(PCT. MORE-SAME-LESS)**
2.3 a. time spent in school **(02-66-31)**
2.1 b. time spent on reading instruction **(27-33-40)**
2.4 c. time spent with pupils on subjects other than reading **(04-57-40)**
2.2 d. time spent on individual attention to pupils **(20-42-38)**
2.4 e. time spent on recess **(- -64-36)**
1.9 f. time spent by myself or with other teachers **(25-65-11)**

32. Which of the following best describes how the children are seated while they are watching "The Electric Company?"

28% they must sit at their desks in their regular location
- they must sit in auditorium chairs
9% they must sit in chairs in front of the television set
13% they must sit on the floor in front of the television set
49% they can arrange themselves in whatever way they feel most comfortable (Please describe.)

____

____

____

33. How frequently does each of the following occur while the children are viewing "The Electric Company?" (Please use the following codes: 1 = never, 2 = very rarely, 3 = occasionally, 4 = frequently, 5 = almost always, 6 = always.)

AVERAGES **(PCT. CODING 1 OR 2)**
3.3 a. the teacher raises questions or comments on the program **(21%)**
4.9 b. the children repeat aloud words being presented by the program **(0%)**
3.1 c. the children write words being presented by the program **(41%)**
5.0 d. the children sing along with the music from the program **(5%)**
2.2 e. the children get up and dance to the music from the program **(69%)**
2.4 f. the children become bored with the program **(68%)**
2.3 g. the children become so noisy that they must be asked to be more quiet **(72%)**
1.8 h. a child has to be sent out of the room for misbehaving during the program **(83%)**
1.4 i. the TV set has to be turned off because the children are not paying sufficient attention to the program **(93%)**

34. Does use of "The Electric Company" make it more or less difficult for you to maintain proper student behavior throughout the day?

- more difficult
80% no difference
20% less difficult

35. To what degree has the reading interest of your typical pupils changed as a result of their having viewed "The Electric Company?"

1% it has declined
10% it has remained unchanged
53% it has improved slightly
37% it has improved greatly

36. To what degree has the ability of your typical pupils to decode words changed as a result of their having viewed "The Electric Company?"

0% it has declined
4% it has remained unchanged
54% it has improved slightly
42% it has improved greatly

37. To what degree has the ability of your typical pupils to spell words changed as a result of their having viewed "The Electric Company?"

1% it has declined
17% it has remained unchanged
59% it has improved slightly
23% it has improved greatly

38. To what degree has the basic sight vocabulary of your typical pupils changed as a result of their having viewed "The Electric Company?"

0% it has declined
8% it has remained unchanged
54% it has improved slightly
38% it has improved greatly

39. For which of the following additional reasons or objectives, other than to help teach reading, have you used "The Electric Company?" (Please check all that apply.)

79% a. to help satisfy school policies
89% b. to break up the pace of the day
82% c. to expose pupils to minority groups
80% d. to augment the teaching of art or music
81% e. to provide topics around which lessons can be organized
97% f. to increase student enthusiasm about our instructional program
82% g. to reward pupils for good work or behavior
7% h. other (____________________)

40. What is your present overall opinion regarding "The Electric Company?"

86% very favorable
13% slightly favorable
1% neutral
- slightly negative
- very negative

41. How does your present opinion regarding "The Electric Company" compare with your opinion when you first saw the program?

6% less favorable now than then
48% about the same now as then
20% somewhat more favorable now than then
25% much more favorable now than then

42. When your pupils last viewed "The Electric Company" in school, how interested in the program were they?

77% very interested
19% slightly interested
- neutral
1% slightly disinterested
3% very disinterested

43. To what extent does students' interest in the series increase or decrease during the months when they view "The Electric Company" in school?

3% interest greatly decreases
14% interest slightly decreases
50% interest remains about the same
11% interest slightly increases
22% interest greatly increases

44. Assuming that all the technical and administrative problems currently associated with viewing instructional television can be solved, how useful do you feel television can be for the teaching of reading?

0% of no use
3% of very little use
16% of some use
28% of moderate use
53% of great use

45. How many years of teaching experience do you have?

10.7 years

46. Do you have more or less teaching experience than most teachers in this school:

28 more
38 about the same
34 less

47. What is the highest level of education which you have achieved?

3% less than a bachelor's degree
69% bachelor's degree
15% master's degree
3% master's degree plus 30 hours
10% doctorate

48. Of the time that your pupils devote to reading lessons, approximately what percent is spent on each of the following activities during a normal week? **(AVERAGE PCT. ADJUSTED TO = 100%. UNADJUSTED PCTS = 89.0%)**

13 % a. watching television
15 % b. working with programmed textbooks prepared by a publisher
18 % c. writing on workbooks or worksheets prepared by a publisher
35 % d. reading basal texts or workbooks prepared by a publisher
12 % e. discussion or lecture
7 % f. other (____________________)

100% = TOTAL TIME ON READING

49. In general, which of the following best describes the means by which your pupils receive their lessons or assignments in reading?

7% each pupil is permitted to develop his own reading lessons
24% special lessons for each child are jointly developed by teacher and pupil
61% some pupils receive special lessons, but most receive the same lesson
9% all pupils usually receive the same lesson

50. To what degree is some discussion with the children immediately before they see a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

5% prior discussion is absolutely essential
67% prior discussion is helpful, but not essential
10% prior discussion is neither helpful nor detrimental
19% prior discussion is detrimental

51. How much time do you usually devote to prior discussion?

2.8 minutes per program

52. To what degree is some discussion with the children while they are viewing a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

9% concurrent discussion is absolutely essential
49% concurrent discussion is helpful, but not essential
10% concurrent discussion is neither helpful nor detrimental
31% concurrent discussion is detrimental

53. To what degree is some discussion with the children immediately after they have viewed a program of "The Electric Company" useful in helping them to learn what is being taught by the program?

22% subsequent discussion is absolutely essential
50% subsequent discussion is helpful, but not essential
5% subsequent discussion is neither helpful nor detrimental
23% subsequent discussion is detrimental

54. How much time do you usually devote to subsequent discussion?

5.8 minutes per program

55. Do you get to see a copy of the bi-weekly "The Electric Company GUIDE" before the showing of the programs?

27% yes, I see it before every show
10% yes, I usually see it
9% yes, I see it very rarely
53% no, I have never seen this guide (Please skip to Question 58)

56. How do you receive "The Electric Company GUIDE?" **(OF THOSE RECEIVING IT)**

30% a copy is mailed to me directly
3% a copy is mailed to one of the other teachers in this school who shares it with me
31% a copy is mailed to our school and circulated among the relevant teachers
37% a copy is mailed to our school system and circulated among the relevant teachers

57. In what ways, if any, could "The Electric Company GUIDE" be changed in order to make it more useful to you?

58. Please describe any technical or administrative problems which currently make it difficult for you to make the best use of "The Electric Company?"

59. What do you feel are the most useful reading skills which your pupils have learned from viewing "The Electric Company?"

60. Please list any curriculum areas covered by "The Electric Company" which you consider to be of little value to your pupils?

61. Please list any characters and program formats presented in the show which you deem most valuable.

62. What types of instructional materials or teaching aids, if any, would help you to make more effective use of "The Electric Company?"

63. What is your general opinion regarding the usefulness of "The Electric Company" as a form of reading instruction?

64. What is your general opinion regarding "The Electric Company" as a form of entertainment?

65. Are there any additional comments you would like to make regarding your experiences to date in viewing "The Electric Company?"

Please Note: "The Electric Company GUIDE" provides curriculum information for each show and follow-up instructional suggestions and activities. If you have developed ideas or activities which you would like to share with other teachers, we would appreciate hearing from you. Write to:

The Electric Company GUIDE
Children's Television Workshop
1 Lincoln Plaza
New York, N. Y. 10023

Subscriptions to the bi-weekly GUIDE are available at $5.95 by writing to The Electric Company Guide, Xerox Education Center, Columbus, Ohio 43216.

FORM T-YN

B.4 TEACHER QUESTIONNAIRE
FOR TEACHERS USING TEC IN 1971-2 ONLY

Children's Television Workshop

One Lincoln Plaza / New York, N.Y. 10023 / 212 595-3456

Dear Teacher:

Last Fall we surveyed a national sample of elementary schools to learn the extent to which our new television series, "The Electric Company," is being viewed by American children at school. Your school was one of those selected and in replying to our questionnaire your principal indicated that some of your pupils viewed "The Electric Company" last year (1971-72).

We would now like to learn more about you, your pupils, the conditions under which they viewed "The Electric Company," and your evaluation of the program to date. The questions which follow may at first glance seem long, but they have been organized to facilitate an easy response: in some cases we have asked you simply to check one of several alternatives; in others we have asked you to express briefly your answer in your own words.

Since this questionnaire is being sent to only a small sample of teachers in the United States whose pupils once viewed "The Electric Company," it is most important that we hear from each and every one of you. A pre-addressed stamped envelope is provided to return this questionnaire to the Research Triangle Institute, which is conducting this survey for us.

Please take a few minutes from your busy schedule to help us improve our television series. Your candid answers to these questions will be of great value in our efforts to revise our program for the 1973-74 school year. Thank you for your assistance.

Sincerely yours,

Joan Ganz Cooney

Joan Ganz Cooney
President

PLEASE ANSWER QUESTIONS 1 AND 2 BEFORE CONTINUING

1. During the current school year (1972-1973), have you used "The Electric Company" for in-school viewing by at least some of your pupils as part of their regular school program?

 0% Yes (Please SKIP to Question 8 on top of page 3.)
 100% No (Please CONTINUE with Question 2.)

TOTAL ESTIMATED NUMBER OF TEACHERS USING TEC IN 1971-
ONLY: 17091

2. During the previous school year (1971-1972), did you use "The Electric Company" for regular in-school viewing by at least some of your pupils?

 100% Yes (Please CONTINUE with Question 3 on the next page.)
 0% No (Please STOP here and return the questionnaire unanswered.)

3. Which of the following reasons help explain why pupils are no longer viewing "The Electric Company" in your classes? (PLEASE BE CANDID AND CHECK ALL THAT APPLY.)

13% a. "The Electric Company" is not being broadcast during school hours this year.

35% b. The quality of the reception of the channel on which "The Electric Company" is being broadcast is too poor to permit instructional viewing.

9% c. The content of "The Electric Company" is not appropriate for our needs.

- d. The manner in which instruction is presented on "The Electric Company" is undesirable.

2% e. Our pupils cannot identify with the characters on "The Electric Company."

- f. Parents objected to the use of "The Electric Company" in this school.

5% g. "The Electric Company" was not as effective as our regular reading program.

1% h. This year our school began an experimental instructional program in which "The Electric Company" would be inappropriate.

0% i. Our teachers lack sufficient experience to utilize a TV approach to the teaching of reading.

21% j. The children see the series at home.

60% k. Other (PLEASE EXPLAIN) ______________________________

____

4. In general, how often was the quality of reception of "The Electric Company" so poor that some of the show's effectiveness was lost last year?

20% never
25% rarely
28% occasionally
11% frequently
16% almost always

5. Which of the following best describes the instructional objective for which your pupils were assigned to watch "The Electric Company" last year?

71% as a supplement to the reading instruction of pupils having difficulty with reading
3% as a form of enrichment for pupils doing well in reading
18% as a part of the regular reading program for all pupils
8% other (______________________

______________________)

6. Who made the final decision with respect to whether or not your pupils would view "The Electric Company" this year? (Please check only one)

0% school board members
0% superintendent of schools
4% central office curriculum coordinator
0% school curriculum corrdinator
1% central office reading specialist
1% school reading specialist
3% principal of this school
69% I did
1% other teachers in this school
2% teachers in other schools
0% parents
19% other (______________________)

7. Did you get to see a copy of the bi-weekly "The Electric Company GUIDE" before the showing of the programs last year?

15% yes, I saw it before every show
18% yes, I usually saw it
25% yes, I saw it very rarely
41% no, I never saw this guide

8. Which grade level(s) are you now regularly teaching? (Please circle the appropriate grade or grades.)

1st 2nd 3rd 4th 5th 6th

9. During each of the following time segments, how many pupils have you had viewing "The Electric Company" in school?

	TOTALS
____ pupils during Fall of 1971	286,952
____ pupils during Spring of 1972	218,038
____ pupils during Fall of 1972	9,684
____ pupils during Spring of 1973	6,526

10. For which types of pupils is "The Electric Company" most useful for the teaching of basic reading skills?

54% pupils having great difficulty with reading
13% pupils with normal reading skills
0% pupils above average in reading skills
18% equally useful for all types of pupils
16% not very useful for any type of pupil

11. To what degree has the reading interest of your typical pupils changed as a result of their having viewed "The Electric Company?"

0% it has declined
16% it has remained unchanged
57% it has improved slightly
27% it has improved greatly

12. To what degree has the ability of your typical pupils to decode words changed as a result of their having viewed "The Electric Company?"

0% it has declined
9% it has remained unchanged
58% it has improved slightly
33% it has improved greatly

13. To what degree has the basic sight vocabulary of your typical pupils changed as a result of their having viewed "The Electric Company?"

0% it has declined
10% it has remained unchanged
63% it has improved slightly
27% it has improved greatly

14. Does use of "The Electric Company" make it more or less difficult for you to maintain proper student behavior throughout the day?

0% more difficult
81% no difference
19% less difficult

15. What is your present overall opinion regarding "The Electric Company?"

71% very favorable
13% slightly favorable
2% neutral
1% slightly negative
13% very negative

16. How does your present opinion regarding "The Electric Company" compare with your opinion when you first saw the program?

6% less favorable now than then
62% about the same now as then
7% somewhat more favorable now than then
25% much more favorable now than then

17. Assuming that all the technical and administrative problems currently associated with viewing instructional television can be solved, how useful do you feel television can be for the teaching of reading?

0% of no use
0% of very little use
44% of some use
31% of moderate use
24% of great use

18. How many years of teaching experience do you have?

8.6 years

19. Do you have more or less teaching experience than most teachers in this school?

33% more
16% about the same
52% less

20. Please describe any technical or administrative problems which currently make it difficult for you to make the best use of "The Electric Company?"

____

____

____

____

____

21. What do you feel are the most useful reading skills which your pupils have learned from viewing "The Electric Company?"

____

____

____

____

22. What types of instructional materials or teaching aids, if any, would help you to make more effective use of "The Electric Company ?"

____

____

____

____

____

____

23. Please list any curriculum areas covered by "The Electric Company" which you consider to be of little value to your pupils.

____

____

____

____

24. What improvements in "The Electric Company" would make the program more useful to you as an instructional supplement?

____

____

____

____

____

25. What is your general opinion regarding the usefulness of "The Electric Company" as a form of reading instruction?

____

____

____

____

____

26. Are there any additional comments you would like to make regarding your experiences to date in viewing "The Electric Company?"

____

____

____

____

Please Note: "The Electric Company GUIDE" provides curriculum information for each show and follow-up instructional suggestions and activities. If you have developed ideas or activities which you would like to share with other teachers, we would appreciate hearing from you. Write to:

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TECHNICAL REPORT CHILDREN'S TELEVISION WORKSHOP SURVEYS 1971-1972

A. INTRODUCTION

Information contained in this report concerns the sample survey design, survey operation and estimation procedures used in the second year of a study assessing the use of the educational television series, The Electric Company, in classroom situations. The survey was national in scope, and directed at schools in which beginning reading instruction was provided. The purpose of the study was to assess the level of use made of the series in classroom reading instruction nationally, and to assess certain characteristics associated with this use. The results of the survey are contained in a separate report prepared by the Center for the Study of Education, Florida State University (Dr. Roland Liebert).

Many people at RTI were involved with the operational aspects and data analysis associated with the survey. The survey was undertaken by the Statistics Research Division under the direction of Mr. P. G. Homeyer. The project leader assigned to the survey was Dr. R. E. Mason, statistician. Mr. L. Piper, statistician, and Ms. M. I. Holt, survey specialist, designed, carried out and reported the methodological study. Most of the operational aspects of the mail and telephone surveys, data coding and quality control were done by Ms. J. A. McCray, research assistant, with the assistance of many other Sampling Department research assistants and statistical clerks. The computer controlled mailing and receipt system was developed by Mr. D. R. Allen, programmer, who, with Mr. J. R. Batts, statistician, also developed the computer software for the analysis of the data.

RTI also acknowledges the assistance of the Office of Education, Department of Health, Education and Welfare, in the construction of the sampling frame.

B. SURVEY OF SCHOOLS

1. Sample Design

Construction of the Sampling Frame

Computer accessible lists of public and private schools in the nation and possessions in 1970-71 provided the basic information from which the sampling frame was constructed. Concomitant data on these lists included abbreviated mailing addresses and enrollment data by grade category including ungraded and special education enrollment. Permanent input/output errors on the magnetic tapes for public schools resulted in a no information situation in the states of Maine, New Jersey, West Virginia, Wyoming and Wisconsin. Since insufficient time was available in which to obtain new copies of the tapes, the list of schools in these states was supplemented from the sampling frame constructed for use in the 1970-71 CTW surveys. (See Technical Report, Children's Television Workshop Surveys 1971-72, RTI Project Report, July 1972.)

A similar problem occurred on the private school list. In this case, only two complete blocks on the tape could not be read, involving a total of 20 private schools. Because of the location of the faulty blocks, the identity of the schools with respect to state(s) could not be determined with certainty, and these schools were omitted from further consideration.

A separate tape file was constructed containing, so far as was possible, only those schools having at least one of grades 2, 3, or 4. Specifically included were schools with at least one of these grades, schools for which no enrollment data were available, and schools with elementary ungraded and elementary handicapped pupils.

The resulting list of schools was checked against lists prepared for the current school year in conjunction with other RTI studies. Those lists had been prepared from on-site data collection procedures for a national area sample. Estimates made from the area sample data of the number of schools having the target grades agreed well with the number of schools on the restricted list, allowing for frame inefficiencies arising from the inclusion in the list of schools having no enrollment data.

Stratification of the Sampling Frame

Five dimensions of stratification were imposed on the sampling frame. The first of these divided the list of schools into four geographic regions, based upon the location of the state in which the school was located, as described in Table 1. Population characteristics of the county in which the school was located were used to define a size of community dimension of stratification at four levels as shown in Table 2. A third dimension of stratification used the relative annual income level of counties, to classify schools according to the relative socio-economic level of the county. The definitions employed are given in Table 3.

A fourth dimension of stratification was imposed based on the size of the school, as measured by the enrollment data used to determine the eligibility of the school to appear in the frame (as described in the previous section). Public schools were arrayed by enrollment, from greatest to least, and ten strata were formed such that the total schools in the region by size of community by socio-economic stratum cells were divided into the following proportions.

Size stratum	1	2	3	4	5	6	7	8	9	10
Proportion	.025	.05	.05	.1	.1	.2	.2	.1	.1	.075

Schools with no enrollment data were arbitrarily placed in size stratum 10.

During the methodological study (section E) only a poor correlation was observed between the size stratum and the actual enrollment in the target grades. A review of the procedures used to construct the size strata was undertaken following this observation. It was learned that a final computer sort of the school enrollment data may have been overlooked, a situation contributed to by the earlier loss of time associated with the data set problems described previously. As a result, the array of schools may have been only partially ordered by size, although the exact ordering of the array could not be determined in retrospect.

It should be emphasized that estimates obtained from the survey are in no way compromised by this problem. The number of sampling units in each of the strata that were created is known, as is the probability of selection of each unit. The size strata formation was based upon considerations of variance control developed for the first year's study. Insofar as the actual size arrays may not have accurately reflected current enrollment, the variances associated with the estimates may have been somewhat increased. The size strata however, should not be used for reporting purposes since they may not accurately reflect the size of the school with respect to enrollment in the target grades.

Because of the smaller number of private schools, ten size strata could not be formed in most of the region by size of community by socio-economic stratum cells. In this case, a variable number of approximately equally sized strata were formed.

In total, 481 separate cells were formed from the cross classification of all the dimensions of stratification. The total number of target schools in each of the stratum cells, defined down to the region by size of community by socio-economic level, are shown in Table 4. Note that since the procedure outlined above was undertaken separately for public and private schools, this categorization provides the fifth dimension of stratification.

Selection of Sample Schools

The total sample size of 15,125 schools was distributed proportionately to the number of schools in the region by size of community by socio-economic stratum cells, with the restriction that the same number of sample schools be allocated to each of the size strata that had been formed within the region by size of community by socio-economic cells. The number of sample schools so determined was then selected with equal probability and without replacement from each of the 481 strata. The distribution of the sample is shown in Table 4.

A sample of non-respondents to two mailings was selected, and responses obtained by telephone. Non-response samples were allocated proportionately to the relative size of the non-responding fraction in each of the 481 strata, with the restriction that any stratum having a non-zero fraction must have at least one school selected. The non-response sample of schools was selected with equal probability and without replacement, from the total non-responding schools in each stratum. A total of 823 telephone calls were attempted, and 741 completed allowing one call back. The distribution of the completed telephone response is shown in Table 4.

2. Survey Operations

The postcard questionnaire used in the survey of schools was of the fold and tear type, with the school address and introductory explanation of the survey appearing on that part of the postcard to be discarded before returning. The returned part of the card was printed with RTI's return address and business reply permit.

The questions on the postcard were designed to confirm the eligibility of the school, in terms of having at least one of grades 2, 3 or 4, and also to permit the classification of the school into one of four user/year categories as follows.

category 1 - The school used The Electric Company in classrooms in 1970-71 and again in 1971-72.

category 2 - The school used The Electric Company in 1971-72, but not in 1970-71.

category 3 - The school used The Electric Company in 1970-71 but discontinued use in 1971-72.

category 4 - The school did not use The Electric Company either year.

The first mailing was undertaken in late October 1972, corresponding in time to the commencement of the season's broadcasting of The Electric Company. After 10-12 post office working days, a reminder postcard was mailed to non-responding schools. The telephone sample of non-respondents was selected after a similar interval from the second mailing, and schools were telephoned over the following two week period.

The total response rate to both mailings was 52.1% for the postcard questionnaire. The response rate to the telephone survey was 90.0%. The total non-response to the telephone survey was comprised of 9.0% refusals; the remainder, 91% of the telephone non-response, was comprised of schools for which no telephone listing could be obtained.

Preparatory to the first mailing, a computer accessible address list was constructed. Addresses which had been excessively abbreviated on the original list, those missing postal zip codes, and so on, were adjusted prior to their actual use. Each address record in the file contained identification sequences made up of digits designating the level within all dimensions of stratification, and receipt control characters. As responses were received, including those returned by the post office as undeliverable, the receipt control characters were updated to indicate the type of response received. In this way, the computer generated address labels for the second mailing and the frame of non-responding schools for the telephone follow-up were accurate to within a few hours of the actual receipt of mail.

3. Estimation Procedures

Estimating quantities of interest to the survey, such as totals or proportions, is complicated by the large non-response problem arising from the schools failure to return a questionnaire and also from failure to answer one or more questions on an otherwise usable questionnaire. The latter problem was not so severe on the postcard questionnaire, but was severe on the questionnaires used in conjunction with sections C and D of this report. In most cases, separate estimates were made for the non-responding population of schools from the telephone survey data separately for each stratum. In the case of strata for which telephone data were themselves not available, strata were collapsed into an adjacent size stratum within the same region by size of community by socio-economic cell.

Some indication of the direction and magnitude of non-response bias can be obtained by computing the proportion of schools in the sample data which reported they were currently using The Electric Company. This proportion is 42%. Using the telephone survey to represent the non-responding school population, this estimate becomes 34%. This would indicate that the non-responding population disproportionately favored schools not using The Electric Company. That is, schools making use of the television series tended to return the postcard, while those not using the series tended not to respond.

The analysis procedures outlined in this section also adjusted for inefficiencies in the frame resulting from the inclusion of some schools not having at least one of grades 2, 3 or 4, schools which had been recently closed, and so on. The application of these adjustments produces an estimate of 74,036 target schools nationally. By comparison with the known frame size of 80,029 schools, a frame efficiency of 92.5% is indicated.

The material which follows describes the formulations for the estimation of totals, such as the total number of schools belonging to a user/year category. Estimates of other quantities follow from the formulations for totals. For example, the proportion of schools in a user/year category involves the estimated total for this category divided by the estimated total number of schools. Similarly estimates for specified subsets of schools (domains of interest) are obtained by separately estimating the total to appear in the numerator and the denominator, and then dividing.

Totals and their associated variances are estimated separately for each stratum in the (collapsed) list of strata. These are in term summed together to produce national or other estimates. Consequently, the formulations which follow apply to a stratum.

The following symbols are defined:

N_i is the total number of target schools in the i-th stratum, where i= 1, 2, ..., 481 except for collapsed strata[1].

n_i is the total sample size from the i-th stratum.

$m_{1,i}$ is the total number of mailed responses received from the i-th stratum, including postcards returned by the post office as undeliverable.

$m_{2,i}$ is the number of mailed responses received from the i-th stratum which also contained an answer to the question of interest, but also including undeliverables.

---

[1] In the case where the i-th stratum has been collapsed into the (i+1)-th stratum, the quantity $N_i + N_{i+1}$ is computed and the sum replaces N_{i+1} in the array. Similarly, values of n_i, $m_{1,i}$, $m_{2,i}$ and Y are summed, replacing the original values in the (i+1)-th stratum. For the estimation of totals, collapsing is done whenever $t_i = 0$.

t_i is the number of telephone responses received.

$Y_{1,i,j}$ is the answer received from the j-th school in the i-th stratum, which answer was received by mail, where $j=1, 2, \ldots, m_{2,i}$. For the post-card survey,

$$Y_{1,i,j} = 1 \text{ if the school was eligible and belonged to the user/year category of interest}$$
$$= 0 \text{ otherwise}$$

The same symbolism is used in other sections of this report to represent answers which are not classification variables as well as categories of response such as is the case in this section.

$Y_{2,i,k}$ corresponds to $Y_{1,i,j}$ except as it applies to answers obtained by telephone; $k = 1, 2, \ldots, t_i$.

Then the estimated total for the i-th stratum is given by:

$$\hat{T}_i = \frac{N_i}{n_i}\left[m_{1,i} \sum_{j=1}^{m_{2,i}} \frac{Y_{1,i,j}}{m_{2,i}} + (n_i - m_{1,i}) \sum_{k=1}^{t_i} \frac{Y_{2,i,k}}{t_i}\right] .$$

For the calculation of the variance estimate, it is necessary to define two new quantities, as follows;

$$\bar{Y}_{b,i} = \frac{\sum_{j=1}^{m_{2,i}} Y_{1,i,j} + \sum_{k=1}^{t_i} Y_{2,i,k}}{m_{2,i} + t_i}$$

and,

$$\bar{Y}_{t,i} = \frac{\sum_{k=1}^{t_i} Y_{2,i,k}}{t_i} .$$

The variance itself is computed in two parts which are summed internally to the stratum to obtain the estimated stratum variance. These two parts might be thought of as the biased component, obtained by ignoring the non-response adjustment, and an additional component arising from the telephone sample which is added to the biased component. That is, the stratum variance is given by

$$\widehat{\mathrm{Var}}\left[\bar{T}_i\right] = N_i^2 \left[\widehat{\mathrm{Var}}\left[\bar{Y}_{b,i}\right] + \widehat{\mathrm{Var}}\left[\bar{Y}_{t,i}\right]\right],$$

where,

$$\widehat{\mathrm{Var}}\left[\bar{Y}_{b,i}\right] = \left[\frac{N_i - t_i - m_{1,i}}{N_i\,(t_i - m_{1,i})}\right]\left[\frac{\sum_{j=1}^{m_{2,i}} (Y_{1,i,j} - \bar{Y}_{b,i})^2 + \sum_{k=1}^{t_i} (Y_{2,i,k} - \bar{Y}_{b,i})^2}{m_{2,i} + t_i - 1}\right]$$

and,

$$\widehat{\mathrm{Var}}\left[\bar{Y}_{t,i}\right] = \left[\frac{n_i - m_{2,i}}{n_i}\right]\left[\frac{\sum_{k=1}^{t_i} (Y_{2,i,k} - \bar{Y}_{t,i})^2}{t_i\,(t_i - 1)}\right]\left[\frac{n_i - m_{2,i} - t_i}{n_i - m_{2,i}}\right].$$

Note that the appearance of the term $t_i - 1$ necessitates a new collapsing procedure. The procedure described in footnote 1/ keys on $t_i = 0$. For variance estimation it is necessary to ensure that $t_i > 1$ or the variance formulation is undefined. As a result, the variances that can be computed are applicable to estimates which may be somewhat different from those actually being used. The magnitude of the difference depends upon the different "weights" which result from the two collapsing procedures.

The variance estimates reported in tables 5 through 10 show the estimates which result from both collapsing procedures. The approximate 95% confidence interval is computed by taking twice the square root of the variance. This is then expressed as a percent of the estimate for which the variance is computed. The assumption is made that the variance for the other estimate, if it could be estimated, would be a similar percentage.

C. SURVEY OF PRINCIPALS

1. Sample Design

The sample responses to the survey of schools were post stratified by user/year category. Ineligible schools, and those for which conflicting answers or incomplete answers prevented their classification by user/year category (about 19% of the total responses) were eliminated from further consideration. The resulting list comprised the sampling frame for the survey of principals.

Schools falling into user/year categories (strata) 2 and 3 were too few in number (394 and 519 respectively) to warrant sampling, and all of these schools were included in the survey of principals. For each of the remaining user/year strata, a sample size of 1,000 was allocated in proportion to the number of schools classified into the user/year category in each of the 481 stratum cells appearing in the school survey design. A restriction that a minimum of one school per design stratum having non-zero representation in either user/year category was imposed. As a result, 1,063 samples were allocated to user/year category 1 and 1,018 to category 4. Samples were chosen from within cells having two or more schools in the user/year category with equal probability and without replacement.

A sample was selected of 400 principals who failed to respond after two mailings of the questionnaire. Information was obtained by telephone for a subset of the questions on the questionnaire from this sample. A total of 184 samples were selected from user/year category 1, and 108 from each of categories 2 and 3 for the telephone follow-up. No telephone follow-up was undertaken in user/year category 4. Within each category samples were selected with equal probability and without replacement (that is, ignoring the 481 design strata).

2. Survey Operations

Different questionnaires were developed for each of the four user/year categories. This procedure permitted some simplification of questionnaires in terms of length and reduction of skip patterns within the questionnaire itself. The four types of questionnaires were color coded to facilitate mailing and receipt control handling. Identification sequences used for the computer assisted mailing and receipt of questionnaires were expanded to include user/year category.

Because of delays associated with the questionnaire development and to avoid Christmas mail volumes, the first mailing of principals' questionnaires was undertaken in late December. After 10 to 12 post office working days, a second mailing to non-respondents was undertaken in mid January. After a similar interval, a telephone survey of non-respondents to two mailings was undertaken during the first week of February. Outgoing mail was sent air mail, with returns by surface mail. The distribution of sampling effort for the mail and telephone surveys of principals is summarized in Table 11. Although 400 telephone calls were scheduled, replies were received by mail for 25 of the schools before the calls were actually made. The response percentages in Table 11 were computed on the basis of the 375 calls actually attempted.

Of the total telephone non-response, 27.2% of the principals refused their cooperation; an additional 36.8% claimed to have mailed the questionnaire earlier and refused cooperation over the telephone on this basis. The remaining 36.0% had no telephone listing or the telephone was out of order at the time the call was placed. A single call back was attempted if the principal could not be reached on the initial attempt.

It should perhaps be emphasized that the total sample response of 1,900 to the mail and telephone survey of principals is never achieved for all questions because of selective item non-response. For example, only 1,693 questionnaires contained information upon which the total number of grade 2 teachers could be estimated; the total number of grade 2 pupils was estimated from 1,627 questionnaires; the total number of grade 2 pupils below grade level in reading was estimated from 1,080 questionnaires. As a result of the item non-response problem, the number of questionnaires upon which estimates were based appears in the tables produced, parenthetically associated each estimate.

3. Estimation Procedures

For this second phase of the survey, estimates were prepared on a per school basis (ratio estimates) within each user/year category for each of the 481 design strata used in the first phase. The per school ratios were then multiplied by the total schools in the user/year category for each stratum as estimated from the first phase analysis.

Since non-response patterns were, of course, different between the two phases, the array of the 481 design strata had to again be collapsed to obtain estimates in cases where no response for a user/year category was obtained. Note that it is necessary in this respect to distinguish between strata for which the total estimated schools in the user/year category was zero, and those strata for which principals' non-response resulted in missing data. Also, although reference is made to the 481 design strata, it should be kept in mind that the collapsed array of strata is being referred to.

As with the survey of schools, collapsing was done among adjacent size strata within the same region by size of community by socio-economic cell separately for each user/year category. The responses by user/year category in the school survey were quite small in some of the private school cells. With the additional non-response associated with principals, some of these small cells were not estimable, in that a "no data" situation had been created. Further, the situation was variable depending upon which question was being analyzed because of the differential item non-response. During the analysis of the second phase (survey of principals) data, each non-estimable cell was examined with reference to the number of schools in the user/year category as estimated from the first phase. In most cases the number of schools was small, from five or six schools up to perhaps 50 or 60[2/], and the number of occurrences of non-estimable cells was also small, from 1 to 3 or 4 depending upon the question being analyzed. Zero estimates were substituted in place of the missing estimates, under the reasoning that in each case the true estimate would at least be small if not in fact, actually zero.

[2/] The location of non-estimable cells with respect to each question from which the number of schools can be determined appeared on computer output with the analysis of each question. The entire set of output was loaned to Florida State University and has not been returned in time for preparation of this report.

Symbols are defined similarly to those definitions given in section B3, except that in this case they refer to sample sizes and response variables for the survey of principals. Also in this case, it is necessary to include an additional subscript c = 1, 2, 3, 4 which specifies the user/year category. The subscript i = 1, 2, . . ., 481 again designates particular design strata in the collapsed array of these strata. Totals are separately estimated for each value of c and i, and then variously summed to produce the total of interest.

If $\hat{T}^{(2)}_{c,i}$ indicates an estimated total for the second phase survey, the estimate is of the form

$$\hat{T}^{(2)}_{c,} = \frac{\left(\hat{T}^{(1)}_{c,i}\right)\left(\hat{T}_{y,c,i}\right)}{\hat{T}_{x,c,i}} \quad ,$$

where $\hat{T}^{(1)}_{c,i}$ is the estimated number of schools belonging to the c-th user/year category in the i-th stratum from the phase one survey; $\hat{T}_{y,c,i}$ is the estimated total of a response variable in the second phase; $\hat{T}_{x,c,i}$ is the total number of sample schools (both in the c-th category and i-th stratum). Note that,

$$\hat{T}^{(1)}_{c,i} = 0$$

implies

$$\hat{T}^{(2)}_{c,i} = 0$$

with no further calculation.

If $t_{c,i} \neq 0$, that is, some telephoned responses were secured in the c-th category from the i-th stratum, then,

$$\hat{T}_{y,c,i} = (m_{1,c,i}) \frac{\sum_{j=1}^{m_{2,c,i}} Y_{1,c,i,j}}{m_{2,c,i}} + (n_{c,i} - m_{1,c,i}) \frac{\sum_{k=1}^{t_i} Y_{2,c,i,k}}{t_i}$$

and

$$\hat{T}_{x,c,i} = n_{c,i}.$$

If, on the other hand, $t_{c,i} = 0$, then

$$\hat{T}_{y,c,i} = m_{1,c,i} \frac{\sum_{j=1}^{m_{2,c,i}} Y_{1,c,i,j}}{m_{2,c,i}}$$

and,

$$\hat{T}_{x,c,i} = m_{1,c,i}.$$

Strata were collapsed whenever

$$m_{2,c,i} + t_{c,i} = 0.$$

It was stated earlier that the principals' questionnaires were more or less specifically designed for the particular user/year category into which the school had been classified during the survey of schools. A few principals returned questionnaires with the voluntary information that their school had been misclassified. In each case, the original postcard data were retreived, and the classification confirmed on the basis of the information supplied at that time. Since no information other than the reported misclassification was available, and since provision for misclassification was not made on all questionnaires, re-classification was not possible. In any respect, re-classification would have necessitated repeating much of the first phase work. As a result, principals reporting misclassification were included in the non-responding fraction, with respect to the analysis described above.

D. SURVEY OF TEACHERS

1. Sample Design

Responding principals in user/year categories 1, 2 and 3 were asked to list the teachers who had had experience with The Electric Company, and the grade taught by each teacher including ungraded and special education classes. The resulting lists of teachers comprised the sampling frame for the survey of teachers (third phase survey).

The grade information supplied by the principal was used to stratify the list of teachers. A single teacher was selected from each grade for all of the grades reported by each principal (i.e. each school); selection was with equal probability.

It may be useful to summarize the cumulative stratification scheme over each phase of the survey with respect to the total stratification structure imposed upon the survey of teachers. The original school frame was stratified into public schools and private schools. Each of these was stratified into four regions, four size of community and two socio-economic strata, generating (2) (4) (4) (2) = 64 strata to this point. Up to ten size strata based on the enrollment in grades 2, 3, and 4 were imposed within each of the 64 cells, creating 481 strata in total. As a result of the survey of schools, four additional strata were imposed, based upon the user/year categories. Three of these strata were carried over into the survey of teachers, schools never having used The Electric Company having been dropped at this third phase. Finally, teachers were selected from within strata defined by grades within schools.

The total list of teachers' names supplied by principals consisted of 3,300 teachers. The sample selection procedure outlined above resulted in 2,081 sample teachers selected from this group, in 960 schools nationally. The distribution of the sample by user/year category is given in Table 12.

2. Survey Operations

The names of sample teachers were prepared in computer accessible form and matched to the school address file by means of the unique school identification numbers originally assigned during the construction of the school frame. The existing identification sequence was expanded to include teacher and grade identification and receipt control characters associated with this phase three survey.

Two mailings were undertaken in the latter part of March and early April, with an interval of time between mailings similar to that used in phases one and two. No telephone follow-up of teacher non-respondents was undertaken. Total teacher response to two mailings was 52.2%. The distribution of responses by user/year category is presented in Table 12.

3. Estimation Procedure

The estimation procedure used for the survey of teachers is similar to that used for the survey of principals. That is, estimates are expressed on a per sample school basis, and then multiplied by the appropriate estimate of total schools made from the initial survey of schools. The cumulative non-response or missing data problem, however, necessitated a different adjustment than that made in the other phases.

Non-response adjustments were based on results at the region by size of community by socio-economic level of stratification rather than the telephone response obtained at the size stratum level. Basically the adjustment had the effect of crediting non-responding teachers with the average response of all other teachers teaching the same grade as the non-responding teacher, within size of community by socio-economic stratum cell.

Several new quantities need to be defined in addition to those defined in sections B3 and C3, as follows:

$M_{c,i,j,\ell}$ is the total number of teachers teaching the ℓ-th grade ($\ell = 1, 2, \ldots, 8$ to allow for grades one through six plus special education and ungraded classes) in the j-th sample school from the i-th stratum and c-th user/year category. Recall that i refers again to the collapsed list of strata and $c = 1, 2, 3$, since $c = 4$ was not included in the teachers survey.

$m_{2,c,i}$ is changed slightly to refer to the total number of sample schools which had at least one teacher responding.

The symbol Y continues to refer to an individual response, but the subscript ℓ is added to the array of identifying subscripts to denote the grade level taught. It should perhaps be noted that ℓ assumes the values based on the information obtained from the principal as to which grade the teacher was teaching, whether or not the teacher reported teaching that same grade [3/]. That is, the subscript ℓ denotes a level within a dimension of stratification and not a response characteristic.

Finally, because of the non-response adjustment, it is necessary to define three new ranges for summation, as follows:

[3/] Further, for those estimates pertaining to a particular grade, the value of $Y_{c,i,j,\ell}$ changes while the associated value of $M_{c,i,j,\ell}$ does not.

$\sum_{i*}$ implies summation over those values of i which make up the s-th region by size of community by socio-economic stratum cell, s = 1, 2, . . ., 64 (major strata),

$\sum_{j*}$ implies summation over the number of teacher questionnaires received, regardless of whether or not the question of interest was answered,

$\sum_{j**}$ implies summation over the number of questionnaires having no answer to the question of interest.

The following quantities are then computed:

$$w_{c,s,\ell,1} = \sum_{i*} \sum_{j=1}^{m_{2,c,i}} M_{c,i,j,\ell}$$

(the sum of the individual grade weights for all sampled teachers teaching the ℓ-th grade in the s-th major stratum).

$$w_{c,s,\ell,2} = \sum_{i*} \sum_{j*} M_{c,i,j,\ell}$$

(the sum of the grade weights for all teachers returning a questionnaire, regardless of item non-response).

$$w_{c,s,\ell,3} = \sum_{i*} \sum_{j**} M_{c,i,j,\ell}$$

(the sum of the grade weights for all teachers failing to answer the question of interest).

Finally, the value

$$w_{c,s,\ell} = \frac{w_{c,s,\ell,1}}{w_{c,s,\ell,2} - w_{c,s,\ell,3}}$$

is computed. The value $w_{c,s,\ell}$ can be interpreted as a quantity by which each teacher response for the ℓ-th grade in the s-th major stratum has to be inflated in order to allow for the non-response (item non-response and other) in that major stratum. If there is no non-response,

$w_{c,s,\ell} = 1.$ [4]

Stratum collapsing, following the same procedures described in section C3 were used whenever;

$m_{2,c,i} = 0$,

$w_{c,s,\ell,2} = 0$,

or,

$w_{c,s,\ell_2} - w_{c,s,\ell,3} = 0.$

Finally, an estimated total for the i-th stratum, with i referencing the collapsed list of strata, for the ℓ-th user/year category is computed by,

$$\hat{T}^{(3)}_{c,i} = \frac{\hat{T}^{(1)}_{c,i}}{m_{2,c,i}} \sum_{j=1}^{m_{2,c,i}} \sum_{\ell=1}^{8} \left(Y_{c,i,j,\ell}\right)\left(M_{c,i,j,\ell}\right)\left(w_{c,s,\ell}\right).$$

In this formulation, the value of the subscript s changes accordingly as the value of the subscript i crosses a major stratum boundary.

Again, national and other estimates are obtained by adding together values of $\hat{T}^{(3)}_{c,i}$ over appropriate values of the subscripts c and i.

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[4] By virtue of the fact that $w_{c,s,\ell,3} = 0$ and $w_{c,s,\ell,1} = w_{c,s,\ell,2}$.

E. METHODOLOGICAL STUDY

The purpose of this study was to determine the accuracy of the data reported by principals or their agents in the phase II mailed questionnaires. Only those schools in the Southeast region indicating that The Electric Company was being viewed in their school in one of grades 2, 3, or 4 during the 1972-1973 school year and returning the phase II questionnaire with complete information or had given the requested information in the telephone follow-up were considered for this study. Each of these schools was placed in one of fifteen size categories depending on the school's total enrollment.

Stratification by the size of the school was employed in order to test the hypothesis that the accuracy of response changes with the size of the school. Two schools were randomly selected from each of the fifteen size strata so that a lack of fit of the regression model could be tested. Each school was telephoned from RTI prior to sending an interviewer to the school. Since the greatest part of the cost of interviewing the teachers in the selected schools was travel cost, this telephone call eliminated any unnecessary travel due to the refusal of a school's principal to allow the teachers to be interviewed. It also allowed us to set up an itinerary for each interviewer so that he would be able to do the interviewing the day he contacted the school.

An interviewer was sent to each selected school and instructed to interview all teachers in grades 2, 3 and 4. A copy of the Teacher's

Questionnaire can be found in Appendix A. Data from the phase II questionnaires and from the teacher interviews were subjected to regression and correlation analyses.

Building the Sampling Frame

As the questionnaires from the phase II analysis were returned to RTI, those from currently using schools in the Southeast region were separated. Each "used both years" questionnaire was checked for completeness of questions 1(a), 1(b), 11(a), 11(b), and each "used this year only" questionnaire was checked for completeness of questions 1(a), 1(b), 9(a), and 9(b). If, by these standards, a questionnaire was considered to be incomplete, then the school was not included in the frame from which the sample was drawn. Also schools classified as "current users" that were contacted in the telephone follow-up and for which a questionnaire was successfully completed were included in the sampling frame.

When a questionnaire was classified as being complete, the total enrollment for grades one through six was computed from the questionnaire and compared with the estimated school enrollment as computed from the ELSEGIS file. If the enrollment as computed from the questionnaire was greater than the enrollment estimated from the ELSEGIS file, then the school was placed in the size stratum corresponding to the questionnaire enrollment. Otherwise, the school was placed in the size stratum corresponding to the ELSEGIS enrollment.

Constructing the Size Stratum

The first attempt to develop size strata was undertaken at RTI using the school's total estimated enrollment from the ELSEGIS file. The initial plans were to select three schools from each of ten size strata, and thus it was decided to make ten approximately equal sized strata. This was accomplished by examining a listing of all schools and their estimated enrollments from the Southeast region that had been sent either of the two "currently using" principal questionnaires. The difference between the largest size measure and the smallest size measure was computed, divided by ten and then rounded to the nearest ten to determine the size of each stratum interval. This interval was added to the smallest size measure to determine the first stratum and then was successively added until the ten strata had been defined. The distribution of the schools within the ten defined strata was as follows:

Size Strata	Number of Schools in the Stratum
160 and below	50
161 - 300	61
301 - 440	56
441 - 580	61
581 - 720	44
721 - 860	34
861 - 1,000	15

Size Strata	Number of Schools in the Stratum
1,000 - 1,140	11
1,141 - 1,280	1
1,281 and above	6

Since the numbers of schools in the last three strata were individually much smaller than any other strata, it was decided to combine these into one stratum containing 18 schools.

When the questionnaires had been returned, the telephone follow-up completed, and the schools entered into their respective size stratum according to their adjusted enrollment, it was determined that the response had been large enough to split each of the first seven strata into two equal size strata. Leaving the last stratum defined as before, there were a total of fifteen size strata. The distribution of the schools that responded and whose questionnaires were defined to be complete was the following:

Size Strata	Number of Responding Schools in the Stratum
Below - 100	6
100 - 160	18
161 - 230	13
231 - 300	21
301 - 370	15
371 - 440	24

Size Strata	Number of Responding Schools in the Stratum
441 - 510	16
511 - 580	17
581 - 650	14
651 - 720	9
721 - 790	8
791 - 860	4
861 - 930	2
931 - 1,000	3
Above 1,000	8

From within each stratum, two schools were randomly selected to participate in the methodological study. The principal at each of these thirty schools was contacted by telephone prior to sending an interviewer to the school. This contact informed the principal of our desire to interview the second, third, and fourth grade teachers in his school and arranged a convenient time for the interviewing. It also helped to eliminate any unnecessary travel expense due to sending an interviewer to a school with an uncooperative principal. As a result of the phone call, an itinerary was established for each interviewer so that he would not arrive at a school on a vacation day or on a day when some other inconvenience would not allow him to complete the interview.

Data Collection Procedures

Data collection for the methodological study associated with the 1972-73 Children's Television Workshop survey was conducted in a sample of 30 Southeastern schools during the period from February 19, 1973 through March 12, 1973. During this period, a two-page questionnaire was administered to 277 second, third, and fourth grade teachers in the sample schools.

Questionnaire administration was conducted by RTI central office personnel in 24 of the sample schools; experienced RTI field interviewers were responsible for questionnaire administration in the remaining six schools. All data collection activities were accomplished routinely with one exception. In one sample school, the principal permitted the RTI interviewer to administer questionnaires only to teachers who had used or were using The Electric Company during the current school year. A follow-up by a Survey Specialist from RTI was made by telephone to the uncooperative principal in an attempt to uncover and solve the difficulty. Unfortunately the problem could not be resolved making it necessary to draw a replacement school. Due to time limitations, schools in the same size stratum as the refusal school were screened for convenience of interviewing before being selected. One school was then randomly selected from three schools determined to be the most convenient for interviewing.1/

1/ It should perhaps be noted that the restrictions imposed upon the randomness of the selection of subject schools in no way compromise the data. For the methodological study, schools were chosen purposively, in an experimental design context, rather than from within a probability framework, as is required in sample surveys. In this sense schools provide the fixed axis required by the regression analysis.

Central office personnel conducting the data collection phase of the methodological study were trained on February 14, 1973 by Mildred Holt, Survey Specialist, with assistance from Dr. Robert E. Mason, Project Leader, and Lanny Piper, Statistician. All phases of contacts with school officials, scheduling interviews, determination of eligible teachers, questionnaire administration, and disposition of completed work were covered. Each interviewer was given case files for his assigned schools, a supply of teacher questionnaries, a supply of teacher listing forms, and administrative forms for reporting time and travel expenses. Itineraries had been prepared for each of the four central office personnel; generally, it was possible for the central office interviewers to complete a school each day and then to travel to the next assigned school.

Field interviewers from RTI's roster of experienced interviewers were used to administer questionnaires in schools for which the traveling would have been difficult and expensive for the central office interviewers. Project manuals and supplies were mailed to the three field interviewers who participated in the study. The field interviewers were instructed to study the manual and then to call RTI for clarification of questions or problems. No problems were experienced in this phase of the data collection activities.

With the exception of the one school cited above, no difficulties arose in conducting the teacher interviews. School principals and coordinators were most helpful in scheduling interviews and locating teachers. Due to the brevity of the interview, many questionnaires were administered, with the principals' permission, to teachers in their classrooms. All sample schools had been contacted by telephone prior to the interviewer's arrival, and no cooperation problems were encountered.

Upon receipt, completed questionnaires were checked in and turned over to RTI's Sampling Department for analysis.

Analysis

After the data had been collected from the thirty selected schools, it showed that our size measure for the schools was not very accurate. Only eleven schools were classified into the proper size stratum. Because of this problem, a re-stratification of the sample schools was undertaken using as the size measure, the total enrollment of the school as reported by the principal. Twelve size strata resulted from this procedure, with the sample schools distributed among the strata as follows:

Stratum	Number of Sample Schools in the Stratum
1	1
2	3
3	2
4	3
5	2
6	2
7	5
8	4
9	2
10	2
11	3
12	1

(Note: Stratum 1 represents the smallest schools and Stratum 12 the largest schools.)

A regression analysis was used to determine if there existed any relationship between the size of a school and the accuracy of the data as reported in the phase II questionnaire. It was assumed that the data as reported by the teachers collected by personal interview, was the true situation.

Differences between the response for grades 2, 3, and 4 in the phase II questionnaire and the response given by the second, third, and fourth grade teachers was computed for four different questions; the number of second, third, and fourth grade teachers, the number of students in grades 2, 3, and 4, the number of second, third and fourth grade teachers using "The Electric Company," and the number of students in grades 2, 3, and 4 viewing "The Electric Company." Each of these four differences was then used as the dependent variable in its own regression analysis.

Our original hypothesis attempted to fit the data to a quadratic model defined as: Dependent variable = $Bo + B_1$ (size) $+ B_2$ (size)$^2 + \varepsilon$ where size corresponds to the size stratum (1, 2, . . . 12). The analysis showed that a quadratic model did not fit the observed data for any of the four dependent variables. When the residuals were plotted on a graph, it appeared that the data may have a Poisson like distribution. This is often the case when working with count data[1/]. Since, in order to test hypotheses using common test statistics, such as students' t, it is required that the residuals have a normal distribution, it was considered necessary to make a transformation of the data. The transformation that was used, and frequently used in these

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[1/] Snedecor, G.W., 1956, Statistical Methods, fifth edition, Iowa State College Press, Ames, pages 315 and 320.

cases, was to take the natural logarithm of the observations, first making sure that all observations were positive. Again the analysis showed that the transformed data did not conform to a quadratic model.

Since the residuals of the transformed data showed a graphical pattern similar to that of the residuals using the original data, it was decided to utilize a linear model instead of the quadratic. That is, a straight line relation rather than a curved response path was tested. The analysis again indicated that the linear model was not a good fit to the data. When the residuals from the linear model were graphed they appeared to be Poisson distributed, again implying a need for logarithmically transformed data. Neither the results of the regression nor the distribution of the residuals was affected by the transformation.

Upon closer examination of the actual data, there were two observations that were completely unreasonable. These two "outliers" were apparently caused by a misinterpretation of certain questions on the phase II questionnaire. In particular both principals gave the average number of students per class at each grade level instead of the total number of students at each grade level. This same mistake occurred when reporting the number of students who were viewing "The Electric Company" at each grade level. When these two observations were omitted from the regression, the linear model still did not fit the data. When the residuals from this model were plotted there was no indication of their having a Poisson distribution, so a transformation of the data was not required.

Thus from the negative results of the regression analysis it appears that there exists no relationship between the size of the school and the accuracy of the responses to the phase II questionnaire. It may be of interest that the field staff reported that perhaps the personality of the individual principal was a more determining factor of accuracy than was the size of the school. This was simply an observation and not the result of a statistical analysis.

A correlation of the principals' responses with the teachers' responses did show some significant results. The correlation was the highest for the number of teachers in grades 2, 3, and 4 and lowest for the number of teachers in grades 2, 3, and 4 who were using "The Electric Company." Correlations for the four variables of interest were all significantly high enough to show that in general principals have relatively good knowledge of the four areas investigated in this study.

That is, while principals were accurate in reporting (1) the total number of teachers, (2) enrollment, (3) the number of teachers using "The Electric Company," and (4) the number of pupils viewing "The Electric Company" in the target grades, they tended to be most accurate in reporting the total number of teachers in grades 2, 3, and 4 and least accurate in reporting the number of teachers using "The Electric Company." Responses, however, indicated no tendency for the principal to under or over report in any of the four questions. The following table shows the correlations computed from the data:

Correlation Between Principal Responses and
Teacher Responses to Four Questions in the
Methodological Study

Number of teachers in grades 2, 3, and 4	.9920
Enrollment in grades 2, 3, and 4	.8680
Number of teachers in grades 2, 3, and 4 using "The Electric Company"	.6358
Number of pupils in grades 2, 3, and 4 viewing "The Electric Company"	.6750

This study also revealed that in general the principals appeared to answer the questions in respect to the fall term. Although, in most cases, there was no difference or only a very small difference between the responses to questions on the teacher questionnaire concerning the current status and the fall term status. Thus it may be for this reason that the principals appear to respond in terms of the fall.

Table 1

DEFINITION OF REGION STRATA

1. North Atlantic
   - Connecticut
   - Delaware
   - District of Columbia
   - Maine
   - Maryland
   - Massachusetts
   - New Hampshire
   - New Jersey
   - New York
   - Pennsylvania
   - Rhode Island
   - Vermont

2. Southeast
   - Alabama
   - Arkansas
   - Florida
   - Georgia
   - Kentucky
   - Louisiana
   - Mississippi
   - North Carolina
   - South Carolina
   - Tennessee
   - Virginia
   - West Virginia

3. Great Lakes and Plains
   - Illinois
   - Indiana
   - Iowa
   - Kansas
   - Michigan
   - Minnesota
   - Missouri
   - Nebraska
   - North Dakota
   - Ohio
   - South Dakota
   - Wisconsin

4. West and Southwest
   - Alaska
   - Arizona
   - California
   - Colorado
   - Hawaii
   - Idaho
   - Montana
   - Nevada
   - New Mexico
   - Oklahoma
   - Oregon
   - Texas
   - Utah
   - Washington
   - Wyoming

Table 2

DEFINITION OF SIZE OF COMMUNITY STRATA

Stratum	Definition
1	All counties containing a central city with a 1970 population of 350,000 or greater.
2	All other counties in the same SMSA with a SOC 1 county. All other counties with a central city of 150,000 to 350,000 in 1970.
3	All counties not in SOC 1 or 2 but containing at least one city of 25,000 or more in 1970. All SMSA counties not in SOC 1 or 2.
4	All counties not in SOC 1, 2, or 3.

Table 3

DEFINITION OF SOCIO-ECONOMIC STRATA

1. Those counties having the largest proportion of individuals whose annual income is less than $4200; the total population of these counties to be (about) 25% of the total population of the Region by SOC stratum (low SES).
2. All other counties in the Region by SOC stratum.

Table 4

DISTRIBUTION OF SCHOOLS AND SAMPLE SIZES BY REGION, SIZE OF COMMUNITY, AND RELATIVE SOCIO-ECONOMIC STATUS

Region	SOC	SES	Number of Size Strata	Total Schools Grades 2,3,4	Sample Size	Response	
						Mail	Telephone
1	1	1	10	166	30	7	8
1	1	2	10	2,300	440	218	19
1	2	1	10	1,091	200	100	9
1	2	2	10	2,565	490	256	22
1	3	1	10	1,483	280	141	14
1	3	2	10	3,556	680	344	33
1	4	1	10	824	150	70	8
1	4	2	10	1,982	380	193	17
2	1	1	10	358	60	23	10
2	1	2	10	1,169	220	137	10
2	2	1	10	257	40	21	9
2	2	2	10	565	100	63	10
2	3	1	10	1,060	200	92	10
2	3	2	10	2,950	560	328	21
2	4	1	10	2,074	390	170	20
2	4	2	10	5,284	1,010	511	45
3	1	1	10	1,169	220	113	10
3	1	2	10	3,222	610	333	27
3	2	1	10	744	140	77	9
3	2	2	10	1,945	370	242	13
3	3	1	10	1,370	260	139	13
3	3	2	10	3,371	640	369	26
3	4	1	10	3,300	630	259	33
3	4	2	10	6,557	1,260	632	61
4	1	1	10	1,176	220	123	8
4	1	2	10	3,469	660	364	30
4	2	1	10	318	60	33	10
4	2	2	10	[illegible]	170	89	9
4	3	1	10	1,140	210	104	11
4	3	2	10	3,052	580	350	21
4	4	1	10	1,273	240	99	14
4	4	2	10	4,033	770	378	34
5	1	1	5	411	75	32	5
5	1	2	10	1,296	240	111	9
5	2	1	3	259	48	30	3
5	2	2	10	904	170	80	10

Table 4 (Continued)

DISTRIBUTION OF SCHOOLS AND SAMPLE SIZES BY REGION, SIZE OF COMMUNITY, AND RELATIVE SOCIO-ECONOMIC STATUS

Region	SOC	SES	Number of Size Strata	Total Schools Grades 2,3,4	Sample Size	Response	
						Mail	Telephone
5	3	1	5	428	80	39	5
5	3	2	10	1,250	240	102	10
5	4	1	1	90	17	10	1
5	4	2	5	397	75	35	3
6	1	1	2	199	38	20	2
6	1	2	5	379	70	30	5
6	2	1	1	38	7	4	1
6	2	2	2	180	34	17	2
6	3	1	3	233	42	24	3
6	3	2	6	497	90	51	6
6	4	1	3	236	45	19	3
6	4	2	5	419	80	35	5
7	1	1	6	512	96	60	6
7	1	2	10	1,295	240	140	8
7	2	1	2	151	28	16	1
7	2	2	6	471	90	52	6
7	3	1	3	277	51	39	3
7	3	2	10	872	160	98	10
7	4	1	7	536	98	56	6
7	4	2	10	1,223	230	129	10
8	1	1	4	358	68	35	3
8	1	2	10	1,064	200	113	6
8	2	1	1	22	4	2	1
8	2	2	2	181	34	18	2
8	3	1	2	135	24	10	2
8	3	2	7	544	98	53	6
8	4	1	1	102	19	11	1
8	4	2	4	334	64	37	3
Totals			481	80,029	15,125	7,886	741

Regions 5 through 8 represent non-public schools.

Table 5

ESTIMATED NUMBER OF SCHOOLS USING THE ELECTRIC COMPANY LAST YEAR

		Estimated Number	Estimated Number For Which Variance Can Be Computed		Approximate 95% Confidence Interval
Region	1	7,217	7,101	± 912	12.8%
	2	5,148	5,213	± 793	15.2%
	3	7,305	7,381	± 901	12.2%
	4	5,868	5,855	± 792	13.5%
SOC	1	7,609	7,544	± 895	11.9%
	2	3,320	3,401	± 433	12.7%
	3	8,165	8,036	± 976	12.1%
	4	6,444	6,570	± 980	14.9%
SES	1	6,028	6,149	± 910	14.8%
	2	19,510	19,401	±1,439	7.4%
United States		25,539	25,550	±1,703	6.7%

Table 6

ESTIMATED NUMBER OF SCHOOLS USING THE ELECTRIC COMPANY THIS YEAR

		Estimated Number	Estimated Number For Which Variance Can Be Computed	Approximate 95% Confidence Interval	
Region	1	7,568	7,397	± 885	12.0%
	2	5,590	5,668	± 744	13.1%
	3	6,687	6,791	± 882	13.0%
	4	5,891	5,733	± 804	14.0%
SOC	1	7,297	7,360	± 913	12.4%
	2	3,571	3,530	± 559	15.8%
	3	7,732	7,586	± 911	12.0%
	4	7,135	7,112	± 885	12.4%
SES	1	5,999	6,063	± 826	13.6%
	2	19,736	19,526	±1,442	7.4%
United States		25,735	25,589	±1,661	6.5%

Table 7

ESTIMATED NUMBER OF SCHOOLS USING THE ELECTRIC COMPANY BOTH YEARS

		Estimated Number	Estimated Number For Which Variance Can Be Computed		Approximate 95% Confidence Interval
Region	1	6,080	5,947	± 875	14.7%
	2	4,472	4,517	± 698	15.4%
	3	5,668	5,740	± 808	14.1%
	4	4,953	4,952	± 751	15.2%
SOC	1	6,470	6,434	± 869	13.5%
	2	2,722	2,769	± 426	15.4%
	3	6,873	6,755	± 894	13.2%
	4	5,108	5,197	± 856	16.5%
SES	1	4,908	5,013	± 803	16.0%
	2	16,265	16,142	±1,351	8.4%
United States		21,173	21,155	±1,571	7.4%

Table 8

ESTIMATED NUMBER OF SCHOOLS USING THE ELECTRIC COMPANY LAST YEAR ONLY

		Estimated Number	Estimated Number For Which Variance Can Be Computed		Approximate 95% Confidence Interval
Region	1	1,137	1,155	± 388	33.6%
	2	676	696	± 434	62.4%
	3	1,637	1,642	± 489	29.8%
	4	915	903	± 319	35.3%
SOC	1	1,139	1,110	± 348	31.3%
	2	598	632	± 256	40.5%
	3	1,292	1,281	± 451	35.2%
	4	1,336	1,373	± 539	39.2%
SES	1	1,121	1,136	± 473	41.6%
	2	3,245	3,260	± 676	20.7%
United States		4,365	4,396	± 824	18.8%

Table 9

ESTIMATED NUMBER OF SCHOOLS USING THE ELECTRIC COMPANY THIS YEAR ONLY

		Estimated Number	Estimated Number For Which Variance Can Be Computed		Approximate 95% Confidence Interval
Region	1	1,487	1,450	± 597	41.2%
	2	1,119	1,151	± 464	40.3%
	3	1,018	1,051	± 390	37.1%
	4	938	781	± 427	54.7%
SOC	1	827	926	± 417	45.0%
	2	849	761	± 391	51.3%
	3	859	831	± 304	36.6%
	4	2,026	1,915	± 698	36.5%
SES	1	1,092	1,050	± 372	35.5%
	2	3,470	3,384	± 876	25.9%
United States		4,562	4,434	± 952	21.5%

Table 10

ESTIMATED NUMBER OF SCHOOLS NOT USING THE ELECTRIC COMPANY EITHER YEAR

		Estimated Number	Estimated Number For Which Variance Can Be Computed		Approximate 95% Confidence Interval
Region	1	9,066	9,252	± 913	9.9%
	2	7,983	7,689	± 859	11.2%
	3	16,627	16,506	±1,022	6.2%
	4	10,260	10,392	± 903	8.7%
SOC	1	8,767	8,744	± 956	10.9%
	2	5,785	5,805	± 586	10.1%
	3	11,499	11,419	±1,081	9.5%
	4	17,886	17,870	±1,003	5.6%
SES	1	13,081	12,979	± 950	7.3%
	2	30,854	30,859	±1,590	5.2%
United States		43,936	43,838	±1,852	4.2%

Table 11

DISTRIBUTION OF PRINCIPALS' SAMPLE BY USER/YEAR CATEGORY

User/Year Category	Mailed Sample			Telephoned Sample		
	Size		Response	Size		Response
1.	1,063	621	58.4%	184	113	66.5%
2.	394	212	53.8%	108	63	61.8%
3.	519	294	56.6%	108	74	72.5%
4.	1,018	523	51.4%	0		
Total	2,994	1,650	55.1%	400[1/]	250	66.7%

[1/] A total of 25 principals replied by mail before the telephone calls could be made. Percentages are based upon the total of 375 attempted calls.